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Educating for the New Normal

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Abstract

While we may not be able to forecast the new normal with accuracy, we can design organizations and strategic approaches that will enable us to successfully achieve goals in the new normal. As an example, and as a goal that affects the structure of such an organization, we look at the goal of ‘shalom’ a Hebrew word usually translated simply as ‘peace’ that stands for our longing for peace and fulfillment.

Keywords: Cynefin, learning organization, shalom, community-centered learning



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[1]

Educating for the New Normal

The title of this keynote address has two parts: educating and the new normal. First, we will look at the new normal and then we will look at a philosophy of education that I call community-centered learning.

The new normal: Four possibilities

We cannot be certain what the new normal will look like, but we know it will fit into one of the quadrants of the Cynefin framework. For this talk we will use a modified framework in which the second quadrant draws heavily on the work of Atul Gawande, MD. Based on the quadrants, strategic plans for achieving goals will rely on more complicated and adaptive solutions as one goes up the ladder of complexity. Figure 1 shows the Cynefin framework for categorizing situations which provide relative degrees of challenge due to their complexity. This framework has been modified to include insights from Gawande (2010) on plan execution.

Figure 1
Cynefin Framework of Complexity with Appropriate Strategies for Goal Achievement

<p>Complex</p> <p><i>System may achieve homeostasis by constant interaction of variables. A model is needed to describe the system which specifies important variables that affect goals. Adjusting one variable may have unforeseen consequences.</i></p> <p>Plan must follow a checklist of 1) variables to monitor and 2) communication procedures to address unforeseen situations. A team is needed to adapt and implement successfully.</p>	<p>Complicated</p> <p><i>Static conditions (no complex interactions), but several steps needed to achieve the goal.</i></p> <p>Plan must follow a checklist due to memory and processing limitations of the implementer. Work can be distributed with little or no interaction among workers.</p>
<p>Chaotic</p> <p><i>Homeostasis is not possible, but there may be a strange attractor. Highly nonlinear and unpredictable.</i></p> <p>Similar to complex, but involves continual trial and error due to the ever-changing situation.</p>	<p>Simple</p> <p><i>Static conditions. One (or a few steps) needed to achieve goal.</i></p> <p>Plan follows a rule (or best practice)</p>

A new normal that is unpredictable requires constant monitoring of meaningful variables. That is, there must be a clear connection between what is measured and desired

outcomes (Doerr, 2018). To prepare for the likely scenario of a complex new-normal, a learning organization is needed (Senge, et al., 2012). A learning organization is based on five disciplines developed by Peter Senge and associates. These are: systems thinking, personal mastery, working with mental models, building shared vision, and team learning (Senge, et al., 2012, p. 5). The vision of this organization might be many things, but in the next section we will consider the vision of shalom.

Education: Community-centered learning

Education is empowering learners to achieve goals. This can be done with fixed goals such as achieving a 7.0 on the IELTS examination or at the meta level of clarifying goals and strategies to achieve them. For this talk we will look at the meta level. At the most general level we all have a goal of a better life. The exact definition of a better life may vary, but I would like to draw your attention to an ancient concept called ‘shalom’ in the Hebrew Bible. In English, it is usually translated ‘peace,’ but it encompasses a more general sense of wellbeing. When a blessing was pronounced, the aim was a state of ‘shalom.’¹

So far, it is not a very controversial statement to say that people want peace or a better life, but if we continue to look at the concept in the Bible, we will see that there are many references to being blessed to be a blessing. That is, our

¹ For example, in Numbers 6:26 the priest is to pronounce a blessing with the words: "the LORD lift up his countenance and give you peace [shalom]."

goal as educators should be not just to enable our students to be successful, but to be agents of bringing about shalom to others as well, to be community centered. An example whom, I am sure, many of us respect is Abraham. In Genesis, God tells Abraham,

I will bless you and make your name great, so that you will be a blessing.³ I will bless those who bless you, and him who dishonors you I will curse, and in you all the families of the earth shall be blessed. (The Holy Bible, English Standard Version, 2001, Gen. 12:2b-3)

Thus I would propose that our education should not be teacher-centered, or learner-centered, but community-centered, that our goal of shalom should be inclusive of all people. Throughout history we find many aspirational statements that seem to set the goal of shalom for a nation or a community of nations.

For example:

The US Declaration of Independence: life, liberty and the pursuit of happiness (Jefferson, 1776);

The French revolution: Liberty Equality Fraternity;

Maslow's hierarchy of needs (Maslow, 1943); and,

Franklin Roosevelt's Four freedoms: freedom of speech and religion; freedom from fear and want which are enshrined in the United Nations' Universal Declaration of Human Rights (United Nations, 2015).

It is well and good to have a clear goal, but one needs a strategy, in educational terms a curriculum that

accomplishes the goal². In his book *Good Strategy, Bad Strategy*, noted business professor, Richard Rumelt states that a good strategy honestly acknowledges challenges and provides an approach to solving them (Rumelt, 2011, p. 4). Let us look at one approach to achieving shalom. In the Gospel of Matthew, Jesus, using words reminiscent of the blessing of Abraham (Wright, 2006), commands his disciples to go to all nations and make disciples by teaching them to follow his commands (The Holy Bible, English Standard Version, 2001, Mat. 28:19,20). Thus, we see, that Jesus' strategy for achieving shalom is through education (and, crucially, a spiritual change of character connected with baptism³). Let us look at how education can achieve shalom. Shalom can be defined as a state in which one's needs are fully met. This is, of course, an ideal which can only partially be obtained at present. Maslow's famous hierarchy of needs can help us to think of the various needs we have (Maslow, 1943).

The challenges to achieving shalom are physical, psychological and relational, and basic to these issues are the problems of necessary character and skills which can, at least partially, be solved with education. Continuing with

² Politically, we see that the U.S. Constitution is a strategy for reaching the goals of the Declaration of Independence; however, upon inspection it is clear that the majority of African Americans and Native Americans were not included. For the four freedoms, we have the organization of the United Nations.

³ As I will note in the next section, part of shalom, a large part, and the reason why it is translated peace is the concept that reconciliation with God is the foundation. For Christians this means that the sinful character which causes us to have conflict with God and others is replaced by a new character which puts others ahead of oneself.

the example of Jesus' teachings as explicated by Paul, we see that character issues are predominant and a focus on relationships. These concerns can be grouped into the categories of transformation, reconciliation and service. As an example of each, consider these instructions:

Do not be conformed to this world,³ but be transformed by the renewal of your mind (The Holy Bible, English Standard Version, 2001, Rom. 12:2a);

But now in Christ Jesus you who once were far off have been brought near
by the blood of Christ.¹⁴ For he himself is our peace,
who has made us both
one and has broken down in his flesh the dividing wall of hostility¹⁵ by abolishing the law of commandments expressed in ordinances, that he might create in himself one new man in place of the two, so making peace,¹⁶ and might reconcile us both to God in one body through the cross, thereby killing the hostility. (The Holy Bible, English Standard Version, 2001, Eph. 2:13-16)

...
and there are varieties of service, but the same Lord;⁶
and there are varieties of activities, but it is the same God who empowers them all in everyone.⁷ To each is given the manifestation of the Spirit for the common good. (The Holy Bible, English Standard Version, 2001, Rom 12:5-7)

Jesus summed this up in the word love, directed vertically and horizontally:

And he said to him, "You shall love the Lord your God with all your heart and with all your soul and with all your mind."³⁸ This is the great and first command-

ment.³⁹ And a second is like it: You shall love your neighbor as yourself.⁴⁰ On these two commandments depend all the Law and the Prophets." (The Holy Bible, English Standard Version, 2001, Mat. 22:37-40)

So then, in terms of the Cynefin model, we have a simple command which is always true because there is always a need for love. Paul offers us a checklist because knowing what is love in every situation is complicated but stable. Finally, we see the organization of the church (similar to that of a learning organization) which is able to adapt to complex changes due to its team structure.⁴

Some may say, that is fine for Christians, but what about other approaches (strategic plans)? One that we have previously mentioned is the United Nations. It would be interesting to compare the church and the UN. This question of approaches or strategies is an important question since one obstacle to achieving shalom, is agreeing on an approach. Therefore, we need an approach to deciding on an approach. This approach is respectful dialogue (Bohm, 1996). Any approach adopted will also need to be frequently modified as the new normal becomes the new, new normal. Thus, a learning organization is needed to maintain the dialogue, perhaps an organization like the London International Conferences.

⁴ While the church structure in the New Testament can be described as a team, historical implementations have often been more hierarchical and resistant to adapting to change. However, in each era we see organizational changes to deal with changing circumstances, such as the monastery for the Dark Ages.

To implement a strategy we need an organization, we need to bring resources to bear on the challenges in an orderly manner. Since the challenges are not constant, we need a learning organization (Senge, et al., 2012); we need to hear multiple perspectives (Bohm, 1996; Hoffman, 2017); and, we need an adaptive, team structure (Blanchard, Carew & Parisi-Carew, 2000; McChrystal, 2015).

Conclusion

With the right strategic approach and the right organization, we can empower our students to achieve shalom for the community while navigating the new normal.

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Covid-19 & Transformative Perspectives

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Abstract

In December 2019, news broke of a highly-contagious and potentially deadly virus that was found to be spreading across Wuhan, a Chinese city with a population of 11 million. Just a month later, the whole of Hubei province was put under strict lockdown. By March 2020, many countries across the globe had also begun to report on alarming infection rates of a type of coronavirus, specifically *covid-19*. Soon after, the world as we all knew it had been completely transformed through social distancing rules, lockdowns and bans on international travel, and compulsory face masks with regular hand sanitising. The sudden emergence of this lifechanging virus pushed worldwide industries into unprecedented territories – even forcing many into bankruptcy. The education sector was not left unscathed.

This presentation examines the impact of covid-19 on the education sector and outlines the challenges that continue to be faced by its key stakeholders, namely the academic institutions, teaching practitioners, and above all, learners. It also seeks to propose some solutions through the implementation of Jack Mezirow's Transformative Learning Theory (1991) which involves experiential changes to psychological, convictional and behavioural thinking, scaffolded within revised meaning-making structures and critical self-reflection leading to lifestyle modifications that enable our lives to continue.

Keywords: covid-19, challenges, education, stakeholders, transformative learning





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Recapitalisation and Employee Compensation in Covid 19 Era: The Supposedly Conjoined Twins but Separated By 2003-2005 Recapitalisation Exercise In The Nigerian Insurance Industry

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Abstract

This paper examines the compensation packages that accrue to employees of recapitalised Nigeria insurance industry in COVID 19 Era. Recapitalisations have contributed marginally to insurance premium contribution per person in Nigeria, thereby affecting employees' compensation package due to low product penetration and premium generation.

The overall effect of this is fewer funds within the industry which ultimately affected the compensation of employees in the industry. The lack of funds have made industry workers appear vulnerable to inequitable compensation packages

which cuts across both financial and non financial packages, and its net effects is lack of commitment by the employees to organisations and customers, unethical practices and high labour turnover. Furthermore, the paper takes a look at the different recapitalisation exercises that the industry has undergone since independence and their percentage increases. The paper adopted analytical approach of descriptive research method which relied heavily on secondary sources of data collection. In this paper, attempt is made to examine the arguments of both the protagonists and opponents on how well employees of recapitalised Nigerian industry are compensated in COVID 19 ERA. The paper argues strongly that the employees of recapitalised Nigerian insurance industry have not benefitted much in-term of compensation packages both financial and non financial in the COVID 19 Era. The paper concludes with recommendations that could avert lack of commitment by the employees to organisations and customers, unethical practices and high labour turnover which have been a common trend in the industry at this time.

Keywords: Compensation, employee, financial and non financial packages, recapitalisation, Nigerian insurance industry





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The Effect of Remittances on Financial Development in The Kyrgyz Republic

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Abstract

The purpose of this study is to examine the impact of remittances on financial development in the Kyrgyz Republic. As there is a low level of the Kyrgyz Republic's financial development index and high level of remittances' share to GDP, we aimed to investigate whether there is a direct link between remittances and financial development. The empirical model is the vector autoregression approach. The monthly data from 2005 to 2019 of the remittances from abroad, focusing on the ratio of bank deposits and loans to GDP were used in the empirical analysis. Remittances have an impact on deposits, which in turn proves that there is a

direct link between remittances and financial development. The study results demonstrate that deposits have an impact on credits, which is confirmed by the results of the Granger Causality Analysis as well as VAR model. This means that there is an indirect link between remittances and financial development in Kyrgyzstan. Correspondingly, remittances have an impact on the loan through the deposit. This also supports the fact that reducing poverty and improving the well-being of the population also depends on remittances. The high share of remittances inflow to GDP has a dual effect on balance of payments of the country. On the one hand, remittances parcel covers the current account deficit, and on the other hand, 78.4 per cent of remittances is the source of financing for consumer imports.

Keywords: remittances, financial development, Kyrgyz Republic, VAR





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Organization Structure and Practice Related Factors Causing Employee Turnover: An Empirical Study Among Nurses

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Abstract

This empirical, quantitative and survey based descriptive research has been undertaken in Tirunelveli city of Tamil Nadu, India, with the objectives of identifying perception of the nursing employees towards organization structure and management practice related factors causing employee turnover among them. The study has sampled 80 nursing employees using both convenience and judgement sampling techniques and collected primary data from them with the help of structured questionnaire constructed by own observation and experience of the researcher in the field of hospital administration along with the support of literatures. The secondary data have been collected from books, journals, dissertation and conference proceedings.

Percentage method has been administered to analyze the data. The analysis of the study proved that majority of the respondents have strongly agreed that the factors: complex and unclear organization structure; domination and control by other departments; lack of opportunity to participate at departmental or organizational level decision making and training programmes; changes made in policy and work processes at frequent intervals, and not communicating it in a proper way; autocratic leadership style with lack of motivation and communication; lack of respect; and inadequate salary and discrimination in compensation system cause employee turnover among the nursing employees.

Keywords: Organization structure, management practice, employee turnover, nurse, multi-speciality hospital, Tirunelveli city.





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Employment Policy in the Covid-19 Pandemic Crisis

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Abstract

The paper analyses the macroeconomic situation at the labour market and proposes measures to restore employment to the pre-COVID -19 level. The literature review of the assessment of the pandemic COVID-19 impact on employment indicates that governments develop measures to support workers in need, and apply both approaches of the effect on the supply - side and an

effective demand - side for stimulating economic performance. The study of the basic concepts of the state regulation methods of employment demonstrates that numerous forms of application use on the country's macroeconomic level. The theoretical analysis of modern economic approaches suggests using economic policy that should be assessed with the point of adaptability to the prevailing economic conditions in the modern economy, while not excluding ideological and theoretical preferences, and economic interests hidden behind the choice problem. The estimation results of effectiveness's macroeconomic policies demonstrate that governments need to speed anti-pandemic measures to overcome the consequences of coronavirus.

Scientists suggest several scenarios for the pandemic COVID-19. The common feature of all scenarios is that the infection will spread in the global world, and results in dramatic damage to the world economy. The velocity and degree of damage to economies and population depend on the government active role to confront global spread infection and quarantine measures. The scenario and macroeconomic policy assessed against the spread of the virus, the vaccine creation and use proportionally among countries. The application of each of the mentioned approaches depends on the goals and expected results of the state's macroeconomic policy. The supply labour restricting measures are effective in the period of the growth indices of COVID-19 spread in the country. The recovery strategy includes the use of the domestic demand-oriented policy. The government should increase public health care capacity

in order to prevent a health crisis from creating mass unemployment and bankruptcies.

The adoption of complex measures to prevent infection includes well-targeted policies to support the health system and health workers, to control business activities, support business entities, and ordinary citizens with low income. The long-term restrictive measures in developing countries result in the dramatic decline of economic activity, contraction of production, unemployment increases, labour productivity decreases due to the spread of COVID -19.

The countries with high macroeconomic indicators have better social cohesion and reliable systems of social protection. This demonstrates that there are more reliable on the employment level compares to the developing countries. The assessment of the various policy approaches of full shut up measures for localization dissemination disease, imposition of restrictions on the working life, the introduction of new remote forms of work and education suggests countries define special policy, which depends on the national economic and financial potential. The health system development and adoption stabilization measures of the epidemic situation in the country are the basis to restore confidence and trust in the society.

To overcome the consequences of the pandemic COVID-19, the Ukrainian state forced to take a set of measures to compensate for economic and social losses caused by the forced lockdown. They supposed to include payments forced the quarantine, deferred loan payment, tax holidays, reduction and cancellation of tax audits and financial assistance to low- income groups of the population.

Nevertheless, of the devastating effects of the pandemic on labour market, it would be suggested, that most companies would abolish remote work, restore office facilities, and return employees to office work after the end of the pandemic. The most vulnerable sectors of the economy are transport, service spheres, the restoration of which will take three or five years to the pre-COVID-19 level.

Economic analysis of macroeconomic policy indicates that the “adaptive quarantine,” which means that most of the restrictions were lifted, but in the areas with high infection rates the continuation of the severe lockdown measures, demonstrates effectiveness. The assessments of EBA survey show better results for business environment comparing with a complete shut - up measures for business in Ukraine.

The main challenges while implementing the supporting actions could be summarized in the following: “Field” employees’ safety demonstrates the absence of masks, antibacterial agents on the market. Achieve company goals have administrative barriers, budgeting constraints, cancellation of business meetings and travels. Cybersecurity characterizes data protection, decrease in control and efficiency through remote work, delaying some projects and etc. The increase in the number of debtors can be attributed to several reasons. There are the debts of Ukrainians that arose during the quarantine and an increase in the percentage of debts sold by utilities and banks to professional companies.

The adoption of macroeconomic measures confirm the time and effectiveness of taken measures by the state at the starting period of the pandemic. The suspended tax

inspections of companies, deferred loan payments, expanded the government program of affordable bank loans at discounted interest rates for businesses, eased transaction registration the rules for certain categories of entrepreneurs set up the new rules for SMEs and remote forms for employees in the period of the quarantine. Entrepreneurs exempted from having to pay social security contributions. Extension of tax holidays, deferral of taxes and fees for entrepreneurs, organization of financial support for business will aim to mitigate the negative consequences of the pandemic.

The article proposes a deep account of the challenges that the Ukrainian economy has faced, and continues to face due to the COVID-19 pandemic effects, deterioration macroeconomic indicators, including employment decline. Rethinking the relation of quarantine measures and employment demonstrates that the “adaptive quarantine” measures in regions show better results comparing with complete shut up business measures in Ukraine. Due to the Covid-19 pandemic, Ukraine may face worst recession in decades, leaving more than 9 million people in poverty.

The employment will increase in the different sectors due to the Covid-19 pandemic, and will effect a loss of household income. There will be increase in insolvency. There will be a need of the debt management division in debt counselling centers. The article assumes that employment restoration to the level pre- COVID-19 quarantine will take lingering nature in Ukraine. The various methods related to the development of the unemployed population, social support, education, assistance in creating additional jobs are proposed.

Keywords: pandemic, state regulation employment,
macroeconomic policy.





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The TILIK Tradition of Ngapak Kebumen Community as A Local Wisdom in Strengthening Social Resilience Post-Corona Pandemic

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Abstract

The Corona pandemic has spread widely throughout the world, including Indonesia. The spread of this pandemic has disrupted all community activities, both socially (economically, politically, etc.) and culturally. A lot of people lost their jobs. Some of the middle and lower business actors are closing their businesses. Then, social interaction in communal society in Indonesia is disrupted. Empirically, Indonesian society is a multicultural society which has rich local wisdom for continuing to survive and develop in all situations. For example, the presence of a granary (*lumbung*) for community food security during difficult times (famine--*paceklik*), including the Corona pandemic period, and many others, as is the case with Tilik in Ngapak Kebumen community. The Ngapak community

has an identity as a "contact" society. Culturally, it has a mixture of intercultural areas bordering, namely West Java and Central Java. The "contact" society is one of the multicultural society descriptions in Indonesia. This local wisdom can be a source of shared knowledge when it is developed in a multicultural society, especially in post-Corona pandemic condition. Therefore, this study aims to: (1) explain the existence of the Tilik tradition in Ngapak Kebumen community as local wisdom; (2) explain cultural communication from the Tilik tradition of Ngapak Kebumen community as social interaction behavior; and (3) explain the Tilik tradition in Ngapak Kebumen community as local wisdom on strengthening social resilience after the Corona pandemic. This study used a qualitative design with the genre of field research. In addition, this study uses a critical paradigm to find new concept from local knowledge with a phenomenological and indigenous ethnography approach. The data collection techniques use participant observation, in-depth interviews, documentation, and the study of documents. Furthermore, the informants are the people of Kebumen Regency (five people). Meanwhile, the collected data are analyzed using the interactive model analysis by Miles and Huberman. The results of this study are: (1) the existence of the Tilik tradition of Ngapak Kebumen community as local wisdom is still in use and reflects togetherness when visiting sick people together; (2) cultural communication based on SPEAKING Hymes from the Tilik tradition of Ngapak Kebumen community is a part of social interaction behavior in a wider community; and (3) the Tilik tradition of Ngapak Kebumen community can be a concept of local wisdom to strengthen social resilience

(through community and cultural communication) after
the Corona pandemic.

Keywords: The Tilik tradition, Ngapak Kebumen
Community, Local wisdom, Strengthening social resilience,
Post-pandemic Corona



THE BACKGROUND

The Corona pandemic has spread widely throughout the world, including Indonesia. The positive cases of Covid-19 in Indonesia as of October 20, 2020 reached 368,842 people [1]. The spread of this pandemic has disrupted all community activities, both socially (economically, politically, etc.) and culturally. So many people have lost their jobs and middle-lower class business actors have closed their businesses. Based on data from the Indonesian Ministry of Manpower (*Kemnaker*) as of April 7, 2020, there were 1,010,579 workers affected by the Corona pandemic, with details of 873,090 people from 17,224 companies dismissed and 137,489 people laid off from 22,753 companies [2]. Besides that, based on preliminary data, many people are affected by Corona and they feel alone because they are ostracized by their neighbors (considered to be spreaders of the virus). It makes many societies become individual. Then, in the area of education, many students cannot study well because several rural places in Indonesia have no signal or internet connection.



**Figure 1. Wooden or bamboo huts near the school
built by students for sharing (about 5-7 people)
Used both before and during pandemic**

Meanwhile, culturally, especially social interactions among people in Indonesia, known as communal communities, are disturbed because all activities are carried out at home. The communal system in society is actually able to overcome difficulties between one society and another because it is tied to the value of togetherness.

Empirically, Indonesian society is a multicultural society that grows with a variety of cultural structures.

Multicultural society cannot be separated from the process of cultural contact. This is because the bordering areas interact socially and form a new culture. Theoretically, cultural contact causes cultural change which is more indicated by the change in language in the community (Foley, 1997) [3], as does *Ngapak* culture. This can be described as the following schematic:

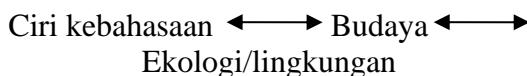


Figure 2. The Relation of culture-language-ecology (Syafril, 2011) [4]

This scheme explains that culture is very much influenced by the environment and greatly influences the presence of language. It can be said that the culture of contact comes from a combination of different cultures because people interact with each other in an environment. Kebumen Regency in a regional context has a strategic position as a connecting node for East Java and Central Java and is located in the south of Java Island, so that Kebumen Regency is the link between big cities which are the centers

of growth both at regional and national levels (Kebumen Regency Regulation Number 6, 2016) [5].

Indonesian society is also known as a communal society (as mentioned in the first paragraph) who live together in groups and are united culturally genealogically. A communal society is theoretically a society that lives together with the same cultural background in an area. In many cultures around the world, the phenomenon of communalism has been observed and documented, usually conducting deliberations to solve problems and carry out cooperation. The term communalism is part of the socio-cultural context of people who are involved in a community which includes joint activities, such as raising livestock and gardening (Slikkerveer, 2019) [6]. Meanwhile, the characteristics of communal society are: (1) a group-focused society that builds self-criticism; (2) communities who need each other (dependence); (3) public relations are dominated by task engagement; and (4) social compliance through shame (Samovar, Porter, McDaniel & Roy, 2013) [7]. Furthermore, communal societies are identified by emphasizing, that: (1) communal communities that live collectively have views, needs, and goals of living together in one community group; (2) social norms and responsibilities are implemented in groups; (3) people have the same belief in one group; and (4) communities are better prepared to work together in groups (Samovar, Porter, McDaniel & Roy, 2013) [7].

Based on the two concepts above, the concept of communalism can be formulated to study this research, namely: (1) People who live collectively in a certain group who have views, needs, and goals of living together and

accept criticism for the common good. (2) Community life needs and mutual trust between one another. (3) Communal community relations are based on social norms and shared responsibility. (4) Social compliance is based on shame. (5) Society prioritizes teamwork in groups. Thus, it is undeniable that a multicultural society that generally lives communally is rich in local wisdom to continue to survive and develop in all situations. This local wisdom can be a source of shared knowledge if it is developed in a multicultural society, especially in post-Corona pandemic conditions. For example, *jogo tonggo* in Yogyakarta (sharing with needy neighbors), the presence of a granary for community food security during difficult times (famine), including the Corona pandemic period, and many others, as the *Tilik* tradition of *Ngapak* Kebumen community.



**Figure 3. Bale Lumbung,
the granary Sasak tribe
in Lombok**



**Figure 4. Jurung-jurung,
the granary in Central
Kalimantan**

Theoretically, culture can be interpreted as a unity of beliefs, actions, and symbols that are learned together and

passed on from generation to generation. It is integrated and binds society together and forms the view and way of life of a particular community (Brown, McIlwraith & de González, 2020) [8]. It can be interpreted that culture is a genetically integrated unity of values, practices, and symbols which becomes the view and way of life of a society. Thus, view becomes part of the values, practices, and symbols of mutual cooperation between the Javanese and Indonesian people.

Furthermore, cultural communication in this study is based on the SPEAKING theory introduced by Hymes, namely: (1) Settings and Scene. Setting refers to the time and place the communication takes place (physical setting). Meanwhile, scene refers to a psychological or cultural setting. (2) Participants are people involved in communication. (3) Ends are the objectives, targets, and expected results of communication. (4) Act Sequence is a sequence of events from the communication that takes place. (5) Key is a way and instructions for communicating (how to respond to ongoing communication actions). (6) Instrumentalities are forms and styles of communication. (7) Norms are social provisions that regulate communication events and actions and reactions of communication participants. (8) Genre is a form of communication act (Hymes, 1974) [9].

Based on the elaboration of some of the theories and concepts above, it can be hypothesized that the local wisdom of the *Tilik* tradition of Ngapak Kebumen Community (in terms of communality and cultural communication) can strengthen the social resilience of the post-Corona pandemic community. Therefore, this study

aims to: (1) explain the existence of the *Tilik* tradition in *Ngapak* Kebumen community as local wisdom; (2) explain cultural communication from the *Tilik* tradition of *Ngapak* Kebumen community as social interaction behavior; and (3) explain the *Tilik* tradition in *Ngapak* Kebumen community as local wisdom on strengthening social resilience after the Corona pandemic.

METHOD

This study uses a qualitative design with a field research genre. In addition, this study uses a critical paradigm to discover new concepts of local knowledge with two approaches, namely phenomenology and indigenous ethnography. The phenomenological approach originates from philosophical and psychological knowledge based on the researcher's experience of a phenomenon in an area. In terms of the character of the data obtained, this approach is more dominated by interview techniques (Creswell & Creswell, 2018) [10]. Therefore, based on the data to be collected for this study related to the traditional phenomena of the *Ngapak* Kebumen community, one of the approaches used is phenomenology.

Besides the phenomenon of *Tilik* tradition, it also examines cultural communication and local wisdom for social strengthening in the community through the *Tilik* tradition in the *Ngapak* Kebumen community, an ethnographic approach that focuses more on indigenous is also used. The ethnographic approach is based on anthropological and sociological studies that examine the conditions of behavior, language, and actions that take place in a cultural

group (in this case the *Ngapak* Kebumen community) naturally for a long time (Creswell & Creswell, 2018) [10].

The data collection techniques use participant observation, in-depth interviews, documentation, and the study of documents. The informants are the people of Kebumen Regency (five people) and increase as needed. The collected data are analyzed using the interactive model analysis by Miles and Huberman (Miles, Huberman, and Saldana, 2014) [11]. Analysis of the Interactive model, is:

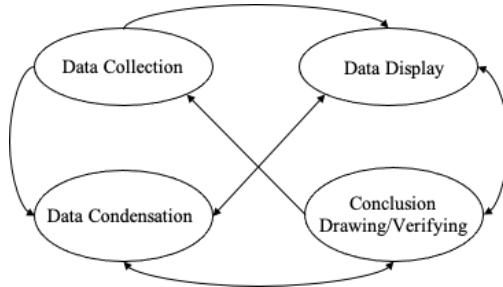


Figure 5. Interactive Model Data Analysis (Miles, Huberman, and Saldana, 2014) [11]

Meanwhile, to measure the validity of the data, it is used triangulation techniques (sources), member checks (asking the same questions to different informants), lengthening research time, and increasing observation persistence. This is in line with the data analysis technique used, namely an interactive model of data analysis that allows the research team (as the main instrument) to measure the validity of the data.

DISCUSSION

As said in the background, Indonesian society is a multicultural society which grows with a variety of cultural structures. Indonesian society is also known as a communal society that live together in groups and are united culturally genealogically, especially in agrarian society.

Multicultural society that generally lives communally is rich in local wisdom to continue to survive and develop in all situations. This local wisdom can be a source of shared knowledge if it is developed in a multicultural society, especially (during and) post-Corona pandemic conditions.

The Existence of *Tilik*

Geo-culturally, *Ngapak* community is an egalitarian society without *unggah ungguh* linguistically as other Javanese people. Then, socio-historically, Java Island consists of two major cultural influences, namely, Sundanese and Javanese. It was influenced by the existence of the Pasundan Kingdom in the West and the Majapahit Kingdom in the East in the past. The *Ngapak* people culturally neither Sundanese nor Javanese. They are one entity on their own. One of *Ngapak* people is in Kebumen.

Kebumen has a strategic position as a connecting node for West and Central Java, located in the south of Java Island, so that Kebumen is the link between big cities which are the centers of growth both at regional and national levels. Of course, the district communities in the “transit” area intersect and intertwine with various people in various cultural that also affects the social conditions of the community, especially social interactions. Kebumen

Regency is an area with an open and egalitarian society which is also as a part of the characteristics of a "contact" society.

Tilik, by its word means 'to look, to visit, and or to see'. *Tilik* tradition of *Ngapak* Kebumen community is not much different from that of Javanese society in general, which is full of social interactions, mutual values, and empathy. The interesting thing about *Tilik* tradition in Kebumen is that it is present and survives in a "contact" society with cross-cultural identities as a reflection of multicultural identity. In addition, Kebumen is one of the regencies in western Central Java which is on the southern route of Java Island. Based on the observations about the *tilik* tradition in the *Ngapak* community, the values of togetherness (communal) and close mutual cooperation are seen; starting from invitations to cleanse sick residents, collecting funds for souvenirs and car rental and determining the right time (usually after *Isha* time). This becomes a kind of cultural communication in a communal society. The formulation of community communality above is reflected in *Tilik* activities, which are activities to visit members of the public who are sick (usually those who are hospitalized). This *Tilik* activity reflects the collectivity of the community and shared responsibility.



**Figure 6. The explanation of the process of *Tilik* at the hospital
(PKU Muhammadiyah Sruweng Hospital, Kebumen before pandemic)**

Every community in Indonesia has local wisdom and knowledge that can become shared knowledge, including the *Ngapak* Kebumen community. Local wisdom is a view of life and knowledge as well as various life strategies in the form of activities carried out by local communities in certain areas to answer problems in fulfilling their needs (Fajarini, 2014) [12]. Based on this opinion, it can explain that the tradition of *Tilik* in this research is a local community activity carried out to answer problems related to comforting the sick by gathering together.

Furthermore, this local wisdom strengthens local knowledge (indigenous knowledge) which is a network of knowledge, beliefs, and traditions that are preserved, communicated, and contextualized locally related to culture and the environment at all times (Bruchac, 2014) [13]. Furthermore, the perspective of indigenous knowledge is developed in the form of a circle of local knowledge (spirituality, value, mind, taste, and body) which begins and is returned to the

environment (Syafril, 2020) [14]. So, the existence of *Tilik* tradition of *Ngapak Kebumen* community is as local wisdom and still carried out because of the communality in an egalitarian agrarian environment.

***Tilik* as a Social Interaction Through Cultural Communication**

Tilik tradition of *Ngapak Kebumen* community as a social interaction behavior as the initial concept of strengthening social resilience through cultural communication (using SPEAKING Hymes concepts, (Hymes, 1974)). **The setting and scene** of *Tilik*; the time are in the afternoon or evening and the scene is after the Yassin recitation or after a village discussion (*rembug desa*) which is led by community leaders or the head of RT (*rukun tetangga*—neighborhood association). **The participants** of *Tilik*; the males when they visit a man and females when they visit a woman. **The ends** of *Tilik*; visiting sick people (generally, *Tilik* is also done to see newborn babies (*Tilik bayi*) or people who have just returned from Hajj (*Tilik haji*), but in Kebumen, there is *Tilik wong loro* (visiting sick people, both at home and in the hospital) which is always done.



Figure 7. *Tilik* by females in hospital (situation before pandemic)

The act Sequence (sequence of events) of *Tilik*; before conducting *Tilik*, the community usually holds a village discussion (*rembug desa*) to know the condition of the community if their people are in trouble, sick, or willing to have wedding party. In a village discussion, it will be determined when *Tilik* will be carried out, what will be given, and with what to depart. **The key of *Tilik***; the communication led by community leaders or RT heads by way of deliberation to reach a consensus (*musyawarah untuk mufakat*) and during pandemic using WhatsApp Group to communicate each other.



Figure 8. *Rembug desa* (situation before pandemic)



Figure 9. *Tilik* by females using pick-up car (situation before pandemic)

The instrumentalities of *Tilik*; the communication process during village discussion is using *Ngapak* language and the process of carrying out *Tilik* is using a pick-up car, truck, or bus. **The norms** of *Tilik*; togetherness and collectivity (*silahturahmi*) which is full of values of social interaction,

mutual cooperation (*gotong royong*), and empathy. Then, the **genre** of *Tilik*; non-verbal communication.

Meanwhile, the *Tilik* tradition of Ngapak Kebumen community also can be connected to high context culture (Hall, 1976) [15] in cultural communication. **Value of traditions;** *Tilik* has the values of collectivity, *gotong royong*, empathy. **Long-lasting relationships;** togetherness, **rely on non-verbal signs such as facial expressions, body language, etc.;** *Tilik* showing empathy by visiting sick people. **Tend to be non-confrontational and more in-direct;** process before doing *Tilik* is deliberation to reach a consensus (*musyawarah untuk mufakat*).

Then, **require little explanation;** always explain the purpose of *Tilik* (visiting a sick people) as an empathy and collectivity. **More collectivistic;** *Tilik* identification lies on the group as a value of group harmony. **Have stronger boundaries, i.e., one belongs with a certain group;** *Tilik wong loro* is exist in the *Ngapak* Kebumen community. Finally, **slow to change** because the material condition of *Tilik* is an agrarian society, communal, and tied in the *Ngapak* identity so that this tradition is still exist. So, the *Tilik* tradition of Ngapak Kebumen community as cultural communication showed by social interaction that prioritize local values: deliberation for consensus (*musyawarah untuk mufakat*), togetherness, collectivity, mutual cooperation (*gotong royong*), and empathy so that people who are sick do not feel alone.



Figure 10. *Tilik* by females to the needy neighbors during pandemic with due observance of health protocols

Based on the discussion above can be said that the *Tilik* tradition of *Ngapak* Kebumen community can be a concept of local wisdom to strengthen social resilience (through communal and cultural communication) (during) and **after** the Corona pandemic. The concept of strengthening the social resilience of the community through the adaptation of local wisdom exploration from the *Ngapak* Kebumen community can become shared knowledge of the people in Kebumen in particular and Indonesia in general through communal and cultural communication.

CONCLUSIONS AND SUGGESTION

Conclusions

The existence of *Tilik* tradition of *Ngapak* Kebumen community is as local wisdom and still carried out because of the communal in an egalitarian agrarian environment. The *Tilik* tradition of *Ngapak* Kebumen community as

cultural communication showed by social interaction that prioritize local values: deliberation for consensus (*musyawarah untuk mufakat*), togetherness, collectivity, mutual cooperation (*gotong royong*), and empathy so that people who are sick do not feel alone.

Tilik's local wisdom become local knowledge to strengthen the social resilience of the community during a pandemic through togetherness, collectivity, mutual cooperation (*gotong royong*), and empathy so that people with Covid-19 and their families do not feel alone. *Tilik*'s local wisdom also can be used as non-verbal cultural communication in high context cultures to strengthen the social resilience of the community to deal with traumatic conditions after the pandemic. The local wisdom strengthens local knowledge (indigenous knowledge) which is a network of knowledge, beliefs, and traditions that are preserved, communicated, and contextualized locally.

Tilik tradition of *Ngapak* Kebumen community can be a concept of local wisdom to strengthen social resilience (through communal and cultural communication) (during) and **after** the Corona pandemic. The concept can become a shared knowledge of the people in Kebumen in particular and Indonesia in general through communal and cultural communication.

Suggestion

Every local wisdom in other places in Indonesia or other countries can be researched and adopted as an instrument to strengthen the social resilience during and post-pandemic.

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The Effect of Covid-19 on Mental Health

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Abstract

The Covid-19 outbreak quickly affected people's lives and played a significant role in their lifestyle, way of thinking and health. The global pandemic caused many common changes among people such as spending more time inside a safe hygienic place. In order to reduce the spread of the virus, a lot of restriction has been imposed by governments and some places such as hospital's and school's working style has considerably changed. These changes have a pivotal role in the physical and mental health of individuals. New happenings due to these reasons, occurred severe problems such as physical diseases primarily on

an individual's musculoskeletal system as a result of a lack of outside activities. Plus, a lack of social interaction with other people and being alone for a long time, affected people's mindset and motivation, therefore this result leads to damage to mental health. This research mainly focuses on the effects of the Covid-19 outbreak on people's mental health, discusses the positive and negative impacts of the new occurrences caused by the global pandemic, how it affects people's health in different aspects and future possibilities with statistics.

Keywords: mental health, Covid-19 effects, quarantine, global pandemic



The Effect of Covid-19 on Mental Health

The essay focuses on the effects of Covid-19 on people's lives and their mental health individually. A questionnaire has been created for people about how they feel affected by the global pandemic, the questionnaire mostly shared via social media such as WhatsApp and Instagram. The majority of the participants, **%69.6** of them are from Europe, plus we have other participants from Asia and America. All of the participants were Turkish. **%73.6** of the participants are aged in the range of 12-25, the total number of participants is **125**. The questions asked in the questionnaire were asked to be answered between 1 and 10. The questions were about how the situations affected the person, 1 is negative and 10 is positive. The data from people saved by google forms and graphs created via them. The graphs that you will see in the presentation are going to be the results of the research. The total number of questions is 10 and I would like to introduce these topics one by one and give brief information from our research and discussion.

Quarantine is seen as a loss of control, as a sense of entrapment, and as a denied freedom. Separation from loved ones, **loss of freedom, uncertainty** about health and boredom, can sometimes create dramatic effects on a person's mental health. As we can see from the outcomes of the questionnaire, only **12.8%** of the people indicated that the quarantine period affected their freedom positively. The main consideration is likely to think that the period negatively affected the freedom of themselves. The

reduction of the necessity to go outside such as work and school may push people to feel even more restricted and affect their sense of freedom.

An individual's perspective of the future can be strongly associated with serious **physical** and mental health. As a result, a long-term uncertainty of the future may cause problems for the well-being of the individual. The outcome of the questionnaire shows that, people state that their perspective on their future is likely to be negatively affected by the pandemic. The continuous changes that are made by the authorities such as new regulations on lockdowns etc, these changes affect the people, they tend to believe that the future is even more uncertain than ever it is. The constant changes in social and economical areas are enabling the future to be uncertain at some point. Complexity and constant changes in situations affect the perspective of the future of an individual.

This topic is about one of the most changeable situations from a person to another person. The happenings and the intensity of the situations are playing a significant role in a person's perspective of themselves. The findings of the other researches come to a conclusion that different situations that people have may cause different thoughts and acts on people. In our questionnaire, we can see that **32%** of people believe quarantine negatively affected their relationship with themselves, **20.8%** of people believe the period did not change many, **47.2%** of people feel like the period affected them positively. We can say that the results are fluctuating. I believe that the results vary from one individual to individual.

We cannot ignore the fact that feeling lonely is one of the significant impacts on an individual. Lack of quality in a close relationship with a person directly leads to feeling lonely. Numerous epidemiological studies reported that poor social support is associated with many mental diseases such as depression and mood disorder. Plus, physical diseases are also associated with the lack of social support as well as mental diseases. As an example, multiple sclerosis and cancer can be caused by the lack of social relations in a roundabout way. Previous researches indicate that social isolation and low levels of social support is associated with increased morbidity and **mortality** in a host of medical illness. As we see from the answers of our research, **73.6%** of the people evaluated below 5 and 5 (1-10) when they asked to evaluate the effects of quarantine on their relationship with their close friends and relatives.

Lack of outside activities, and not seeing people face-to-face as often as we used to be, affected everybody. Many people had hard times meeting new people or even sustain their relationship with their close friends and families. New bondings between people are even harder in virtual platforms. The outcomes from the research more likely to support the idea. **63.2%** of the participants evaluated the effect of covid-19 on their newly made relationships negatively.

According to other researches made on this topic, social restriction measures mostly have a negative impact on the productivity of groups composed predominantly of introverts, they may actually improve the productivity of groups composed predominantly of extroverts. And also it is reasonable to think that stress is associated with a

reduction in productivity also in remote work during the COVID-19 pandemic. The findings from our research vary, **41.8%** of the participants stated that managing free time productively is negatively affected by covid, on the other hand, **49.2%** of them stated otherwise. A similar number, in this case, shows people affected and reacted differently to the new happenings of covid. In simple terms, we can say that introverts and extroverts react differently to outside activities and as a result; social restrictions.

Deficiency of outside activities during the outbreak caused unhealthy lifestyles, reduction of physical activities lead to weight problems and an increase in cardiovascular risks. Pains in joint points and muscles may occur because of lack of physical action that naturally happens in daily lives because everyone is obligated to stay at their homes. *unhealthy diet, the reduction of physical activity will contribute to weight gain and many other physical problems during quarantine.* The outcome of our research is as many of us predicted, the majority, **%88.8** of the participants evaluated the effects of lack of outside activities as negative.

The new happenings that these rules bring in an instant in March 2020, was a huge impact on people's lives, and as a result, the majority of the people have had hard times keeping up. The outcome of the questionnaire shows that, the majority of the participants evaluated the effects of social distancing and wearing mask rules negatively.

Cities well-known for their active street life such as New York, Rome or Barcelona now appear ghost cities. Many public places shut down temporarily, some food-related

shops changed their system to take-away. It's hard to see many people outside at the same time like it used to be before March 2020. **85.6%** of the participants stated the pandemic affected negatively being in public places. Many restrictions have been made on the usage of public places such as public parks, restaurants, cafes in these past months. Being socially inactive for a long time leads to feeling lonely and developing stress.

Global digitalization provides more opportunities and enables access to information easier and quicker. In March 2020, a lot of institutions changed their working platform to internet-based platforms. The popularity of online meetings has increased rapidly during the first months of covid-19. Although there are many pros of digitalization, there are cons too. Many people do not have easy access to the materials that are necessary for connecting to people, this is just one negative point, there are a lot of them. The results of the research show that a vast amount of participants believes that the increase in the speed of global digitalization affected their lives positively and enabled a variety of opportunities. Despite its negative effects, a big part of the participants evaluated global digitalization's affects mostly as positive.

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Covid-19 Shows New Ways to Socialize: Socio Virtualization

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The time in the 21st century makes the changing all over the world more visible, and the evolving technology that improves every day. Moreover, since the day mankind were created, humanity has never been changed by the name of basic social and physical needs that were shaped by the century in which they were born. Depending on the demands of age, situation and present, people have change, shaped, differentiated and developed mainly in psychological and sociological aspects. Covid-19 is one of these psychological and sociological aspects that started in the last months of 2019 and has changed many things by spreading all around the world. It has been almost 2 years and from relationships, jobs, society to people's emotions have changed. The places and relationships have been reorganized and planned according to new situations. "Social or physical distance from individuals, groups" and "stay at home" are common words during the pandemic. From this point of view, the person who lives and learns social life in society has fewer opportunities than before in society. Social life has come

under the influence of the pandemic, the developing and changing world, and many differences are beginning to appear based on both society and individuals.

Individuals -in society- have begun to bring socialization to virtual environments with the benefits of technology. It can be said that the "virtual environment", which is a separate and distant location from the society, shows more and more weight every day due to the direction of Covid-19. The new concept "*socio virtualization*" (paying more attention to relationships and time in the virtual environment) describes exactly this situation.

People spend their time in virtual environments than in the society. Perhaps they have been becoming addicted to virtually created places, jobs, shopping, visits, friendships, visuals, information, games, entertainment, etc. This situation reveals *socio-virtualization* in places where socialization is not possible among the people in the society.

Key words: Socialization, Socio virtualization. Covid-19, Pandemic, Social relations





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Poet That Found His Own Voice With The Inspiration Of İkinci Yeni: Nihat Ziyalan

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Abstract

Turkish İkinci Yeni is one of the most influential poetry movements in Turkish Literature which has started after 1950. Despite the poets being a part of this movement, they have refrained from it because of their characteristic and exclusive understanding of poetry. Nihat Ziyalan is one of these poets who is still alive to this day. The purpose of this study is to introduce and analyse the poems of Nihat Ziyalan whose name is mentioned under the Turkish İkinci Yeni poetry movement and also to put a light on his literary understanding of poems. To accomplish this purpose, seven of the established books of Nihat Ziyalan and a number of his poems will be analysed.

Moreover, this study will also focus on Nihat Ziyalan's famous acting career and his moving to Australia after

Turkish cinema was having some tough times in 1980's, his homesickness, his struggle of trying to make a living, his financial problems in a new and strange country while also having some language problems and how all of these affected into his poets which were written in Australia.

Keywords: Nihat Ziyalan, İlkinci Yeni, Poetry, Australia





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Using Online Platforms in Teaching Turkish to Foreigners

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Abstract

Language teaching to foreigners is an issue that requires extreme attention and constant innovation. Language teaching has gained a different dimension with different quality teaching systems, especially thanks to the developing technology. In this sense online platforms have been one of the most popular educational tools in recent times. The importance of this comes to the fore, especially in the corona period. This article is about how to make

better use of online platforms in teaching Turkish to foreigners, and also gives examples of different ways, methods and activities in this regard. Because online platforms are a virtual education system, it is only necessary to comply with certain rules and to develop new teaching techniques, to be able to catch the quality while teaching in these areas and to ensure that students benefit from the course to the maximum. Some of the examples of the activities in the last part of the article consist of different teaching techniques applied in the language courses in the country we live in and adopted by the students. There is no doubt that developing these techniques and using them more actively in Turkish teaching will make learning on online platforms even more enjoyable and successful.

Keywords: Online platform, Turkish education, Activity, Language teaching.



Türkçe Öğretiminde Online Platformların Kullanılması

Özet

Yabancılar için dil öğretimi son derece dikkat isteyen ve sürekli yenilik gerektiren bir husustur. Özellikle gelişen teknoloji sayesinde daha farklı kaliteli öğretme sistemleriyle, dil öğretimi çok daha farklı bir boyut kazanmıştır. Bu anlamda, online platformlar, son dönemin eğitimle alakalı en popüler araçlarından birisi olmuştur. Özellikle korona döneminde bunun önemi daha çok ortaya çıkmıştır. Bu makalede yabancılara Türkçe öğretiminde online platformlardan nasıl daha sağlıklı istifade edileceği üzerinde durulmuş, ayrıca bu konuda örneklik teşkil etmesi açısından farklı yol yöntem ve aktivite örnekleri sıralanmıştır. Zira online platformlar sanal bir eğitim sistemi olduğu için, bu alanlarda ders yapılrken kaliteyi yakalayabilmek, öğrencilerin dersten azami istifade edebilmesini sağlayabilmek, ancak belirli kurallara uymayı ve yeni yeni öğretme teknikleri geliştirmeyi gerektirmektedir. Makalenin son bölümündeki aktivite örneklerinin bir kısmı, yaşadığımız ülkedeki dil kurslarında tatbik edilen ve öğrenciler tarafından benimsenen farklı öğretme tekniklerinden oluşmaktadır. Bu tekniklerin geliştirilerek Türkçe öğretiminde de daha aktif kullanılmasının online platformlarda öğrenmeyi daha da zevkli ve başarılı hale getireceği hiç şüphesizdir.

Anahtar Kelimeler: Online platform, Türkçe eğitimi, Etkinlik, Dil Eğitimi

1. Giriş

2019 yılının son zamanlarında Çin'de ortaya çıkan Korona virüsü, sosyal yaşam ve sağlık sektörü olmak üzere toplumun pek çok alanını etkilemiştir. Özellikle eğitim alanında sadece örgün eğitim üzerinden sistemini devam ettirmeye alışkin olmuş ülkeler, online eğitim konusunda alt yapı açısından yetersiz kalırlarken, Belçika, Almanya ve Hollanda gibi ülkeler başta olmak üzere pek çok Avrupa ülkesi, hemen online eğitim planını devreye sokmuş böylece eğitimin aksamamasına azami önem vermişlerdir.

Hayatın her alanında aktif halde kullanılacak teknolojik imkanların, eğitim gibi önemli bir konuda aktif kullanılmaması ciddi bir eksikliktir. Nitekim gelişmiş haberleşme ve online toplantı gibi sahalarda aktif kullanılan bu teknolojik birikimin eğitim sahasında da en azından kriz zamanlarında yaygın hale getirilmesi, öğrencilerin eğitimden kopmamaları için iyi bir çözüm gibi durmaktadır. Özellikle yabancı dil öğrenen öğrencilerin, virus gibi bir sebepten ötürü, eğitimden kopmaları, online eğitimle bu boşluğun doldurulamaması, dilden kopuş yaşamalarına sebep olmaktadır.

Konuya başka bir açıdan yaklaşmak gerekirse online eğitimi sadece kriz dönemlerine ait bir eğitim aracı olarak düşünmek yerine, bilgi çağrı olarak adlandırılan içinde bulunduğuuz yüzyılın eğitimine önemli imkânlar sunan bir platform olarak kabul etmek daha doğru olacaktır. Zira günümüz öğrenme süreçlerinde uluslararası sınırlar ortadan kalkmış; bilgiye ulaşmak, bilgiyi elde etmek ve bilgiyi kullanmak kolay bir faaliyet hâline gelmiştir. Bu süreç, İnternet olarak adlandırılan sanal dünya kurgusu üzerinde

gerçekleştirilmektedir. Her ne kadar bu öğrenme-öğretimme süreci sanal olarak ifade edilse de bilgiyi her anlamda edinme, somut bir sonuç olarak ortaya çıkmaktadır. Neticede kullanılan değişik yol yöntemlerle bilgi edinme amacı ve hedefi yerine getirilmektedir (Demir, 2014).

2.Yöntem

Bu makalede öncelikli olarak online eğitimin öneminden söz edilecek akabinde ise özellikle Belçika'da yabancılara Flamanca eğitim veren devlet kurumlarının korona döneminde zaruri olarak online verdikleri dil öğretiminde yaptıkları farklı aktivitelerden bazı örnekler verilecektir. Böylece bu tür uygulamaların Türkçe dil eğitimi verilirken de önemli bir zenginlik oluşturacağı ortaya konmaya çalışılacaktır. Bu konudaki verilerimiz, yazılı bir nakilden daha ziyade on modül şeklinde tertip edilen Flamanca dil kurslarını bitiren birisi olarak, bu eğitim esnasında hocaların bize uyguladıkları farklı metod ve tekniklerin sözel olarak ifade edilmesinden teşekkür etmiştir. Özellikle korona sebebiyle modüllerin yarısını online almış olmam da çok önemlidir. Zira böylece online eğitim sebebiyle özellikle bu platformda uygulanan farklı öğretme tekniklerini de tecrübe etmiş olmamız, konumuz açısından kayda değerdir.

3.Türkçe Öğretimde Online Eğitimin Önemi

Yirminci yüzyılın sonlarında dünyada yaşanan ve hâlâ devam eden hızlı nüfus artışı ve buna bağlı olarak klâsik öğrenme-öğretim (eğitim-öğretim) faaliyet ve yöntemlerinin yetersiz kalmasının, eğitim-öğretim alanında

yeni arayışlara yol açtığını da ifade etmek gerekmektedir. Son yıllarda radyo, televizyon, bilgisayar, internet, uydu, fiber optik vb. bilişim teknolojilerindeki hızlı gelişmeler, eğitim faaliyetlerinin işleyişini etkileyerek yeni eğitim-öğretim yöntemlerinin gelişmesine katkıda bulunmuştur (Ergüney, 2015).

Aslında bizim bu makaledeki hedefimiz online eğitimin dil öğretiminde kullanılmasının önemini ortaya koymak değildir. Bu ifadelerle asıl amacımız, online eğitimin ana bir eğitim metodu olmasa da kriz zamanlarında hemen devreye konabilecek ve hatta yerine göre normal eğitimden bile talebeyi daha çok motive edici bir unsur haline getirilmesinin önemine dikkat çekmektir. Söz gelimi Belçika'da dil eğitimi kursu veren kurumlar, Mart ayında başlayan karantina döneminin hemen ertesi günü online eğitime sorunsuz geçiş yapıp yüzlerce öğrencinin dil öğretimden kopmasına engel olmuşlardır. Zira dil sürekli isteyen bir husustur, ani kopmalarda elde edilen önceki birikimin kayıp olması riski her zaman vardır.

Her ne kadar online ve uzaktan eğitime karşı çıkan öteden bu yana belirli kimseler olsa da özellikle alternatifin olmadığı kriz dönemlerinde, bunun faydalı bir yöntem olduğunda hiç şüphe olmasa gerektir. Bir başka açıdan ifade etmek gerekirse uzaktan eğitim ya da online eğitim, geleneksel öğrenme-öğretim yöntemlerinin sınırlılıkları nedeniyle sınıf içi etkinliklerini yürütme olanağının bulunmadığı durumlarda, eğitim etkinliklerini planlayıcılar ile öğrenciler arası, iletişim ve etkileşimin özel olarak hazırlanmış öğretim üniteleri ve çeşitli ortamlar yoluyla belirli bir merkezden bir öğretme yöntemidir (Kaya ve Çakır, 2004).

Bu bağlamda online eğitim, farklı ve gelişmiş teknolojik sistemlerle yapılmakta, eğitmen istediği kadar sınıf açabilmekte, istediği kadar grup dersi organize edebilmektedir. Bu eğitim tekniğiyle öğrenci kendisini aynı sınıfta gibi hissetmekte, istediği zaman soru sormakta ve eğitici ile aktif bir iletişim içerisinde olmaktadır. Hatta öğretmen, sınıfını online odalara böülünebilmekte ve öğrenciler arka planda eğiticinin kendilerini takip ettiği bir sistemle, kendi aralarında konuşmalar yapmakta ve böylece dil pratiği yapma imkânı bulmaktadırlar. Hatta Belçika'da karantina döneminde online eğitim alan kişilerden bazılarının, online eğitim sayesinde, normal eğitimden daha çok dil öğrenimine adapte olduklarını söylemeleri de kanaatimce çok ilginç bir durumdur.

Bu sebeple eğitimde online sistem, bir zorunluluk olmasa da özellikle zor zamanlarda hem insanların dil ile meşguliyetlerini devam ettirmeleri, hem de karantina gibi eve hapsolan zor zamanlarda psikolojik olarak farklı bir işe meşgul olmalarına sebep olması açısından dikkate değerdir. İşte bu sebeple yabancılara Türkçe eğitim verilirken online eğitimden istifa etmek ve bu platformu daha aktif ve kullanışlı hale getirmek için farklı yol ve tekniklerin geliştirilmesi elzemdir.

Yukarıda ifade edildiği gibi, eğitim öğretim bir toplum için kaçınılmaz öneme sahiptir. Özellikle yeni bir dil öğrenen kimselerin, zor zamanlarda dilden kopmadan eğitimlerine devam etmeleri oldukça önemlidir. Bu bağlamda yabancılara Türkçe öğretiminde online eğitim farklı usul ve tekniklerle muhakkak aktif olarak kullanılmalıdır.

Eğitim-öğretimle ilgili değişimeler ve gelişmeler esasen içerisinde yaşanan çağın özellikleriyle de yakından alakadardır. Mesela bir yıla yakın zamandır tüm dünyayı meşgul eden Korona virüsü, 20 sene önce ortaya çıkmış olsaydı, bugün online eğitim alternatifinden konuşmanın ve bunu dil öğretiminde etkin kullanmanın öneminden söz etmek asla mümkün olmayacağı gibi. O açıdan günümüzde teknoloji alanındaki hızlı gelişmeler eğitimin içeriğinde ve uygulanış biçiminde birtakım değişiklikleri de beraberinde getirmiştir (Ülker, 2016).

Başa bir ifadeyle dikkat çekmek gerekirse sınıfta, bir öğretmen eşliğinde yüz yüze yapılan eğitim modellerinin yanında sınıfın bağımsız, yüz yüze olmayan, kimi zaman öğretmenin gözetiminde ve denetiminde olmayan eğitim modelleri de bilişim teknolojilerinin etkisi ile ortaya çıkmıştır. Genel anlamıyla bu eğitim türüne uzaktan eğitim denilmektedir. İlk uygulaması 1728 yılında posta ile yapılan uzaktan eğitim, günümüzde gelişen bilişim teknolojileri sayesinde daha sistemli ve nitelikli bir şekilde uygulanabilmekte (İşman, 2011) birbirinden çok farklı adeta sanal alemden bir sınıf ortaya getirecek bir teknikle neredeyse normal eğitime yakın bir kalite ile varlığını devam ettirmekte, özellikle de son dönemde iyice revaç bulmaktadır.

Özellikle yüz yüze eğitimin imkansız hale geldiği bazı zaman dilimlerinde kaçınılmaz bir zorunluluk olan online eğitim sistemi, insanlara değişik eğitim seçeneği sunma, fırsat eşitsizliğini en aza indirme, kitle eğitiminin kolaylaştırma, eğitim programlarında standart sağlama, eğitimde maliyeti düşürme, eğitimde niteliği artırma, öğrenciye serbesti sağlama, öğrenciye zengin bir eğitim

ortamı sunma, öğrenciyi sınıf ortamında öğrenim görmeye zorlamama, bireysel öğrenmeyi sağlama, bağımsız öğrenme sağlama, bireye öğrenme sorumluluğu kazandırma, uzmanlardan daha fazla kişinin yararlanmasını sağlama, eğitimi bir taraftan kitleselleştirebilirken, diğer taraftan bireyselleştirilmesi ve belli bir zamanda ve belli bir kapalı alanda bulunma zorunluluğunu ortadan kaldırma gibi birtakım avantajları içinde barındırmaktadır (Kaya, 2002).

Her ne kadar online eğitimin pek çok açıdan faydalı olsa da öğrencilerin sosyalleşmelerini engellemesi, yardımzsız ve kendi kendine öğrenme alışkanlığı olmayan öğrencilere yeterince yardım sağlayamama, çalışan öğrencilerin dinlenme zamanını alma, uygulamaya dönük derslerden yeterince yararlanamama, beceri ve tutuma yönelik davranışların gerçekleştirilmesinde etkili olamama, ulaşım olanaklarına ve iletişim teknolojilerine bağımlı olma ve maliyetinin yüksek olması (Kaya, 2002) açısından da dezavantajlarından söz edilmiştir. Ancak şunu da ifade edelim ki dezavantaj olarak sıralanan bu noktaların bir kısmını online eğitimde de gerçekleştirmek imkân dahilindedir. Ancak şunu da eklemek gerekir ki bazı akademik çalışmalarında veriler ve anket sonuçları neticesinde online eğitim konusunda memnuniyetin yüzde ellilerin üzerinde olduğu tespit edilmiştir. Bu da konumuz açısından önemlidir. Demek ki üzerinde iyi çalışılan ve teknik alt yapısı sağlam ele alınan online platformlarda başarıyı yakalamak ve öğretimi daha kaliteli hale getirmek mümkündür (Etlican, 2012).

Online eğitimde memnuniyet oranının yüzde ellilerle ifade edilmesi, yabancılara Türkçe dersi veren kurumların online eğitim alt yapısına sahip olmalarının zaruri bir durum

olduğunu ortaya koymaktadır. Özellikle sıra dışı zamanlarda online eğitimin sağlıklı bir şekilde sisteme dahil edilebileceği bir altyapı her zaman var olmalıdır. Hatta Zoom platformu üzerinden sıkıntılı zamanlarda hemen ücretsiz 40 dakikalık davet linki göndermek suretiyle dahi, bu iş hem maliyet hem de irtibat açısından çok daha kolay sisteme konabilir. Yine zor zamanlarda ve virüs gibi karantina dönemlerinde değil, günümüzde yabancı dil olarak Türkçe öğretecek öğretmenin ihtiyacını ve yabancı dil olarak Türkçeyi öğrenmek isteyenlerin isteklerini karşılamanın en etkili yolunun online eğitim olduğunu dile getirenler de vardır. Bu açıdan eğitim ve özellikle de dil eğitimi her zaman birkaç farklı plan program ile ele alınması gereken önemli bir husustur.

Dolayısıyla Türkçe öğrenen kimselerin online eğitime devam etmelerinin şu açılardan çok önemli olduğunu düşünüyoruz:

*Dil öğrenmek sürekli devam isteyen bir husustur. Bu açıdan eğitim veren kurumların zor zamanlarda devreye sokabilecekleri online eğitim paketleri olmalıdır. Günümüzde bunu temin etmek hiçe zor değildir.

*Online dil eğitiminde, öğrenciye sınıftakine benzer aktivitelerin yaptırılması imkân dahilindedir. Öğreticinin buna hazırlıklı olması ve yeni usul yöntemler geliştirmesi gereklidir.

*Eğitim her ne kadar yüz yüze daha iyi olsa da bazı öğrenciler için online eğitimin çok daha cazibesi olabilmektedir.

*Özellikle engelli yabancı dil öğrenmek isteyen kimseler için ya da farklı ülkelerde Türkçe öğrenmek isteyen ama ekonomik durumları sebebiyle ülkelerinden ayrılamayan kimseler için online eğitim iyi bir çözüm yoludur, bunun realize edilmesi, normal eğitimin online eğitime göre yer yer yeniden gözden geçirilmesi modern dönemde olmazsa olmaz bir zorunluluktur.

Öte yandan yakın gelecekte uzaktan eğitimin ve hatta daha yeni bir isimlendirmeyeyle dijital öğrenmenin, ikincil bir alternatif ya da yüz yüze öğrenmede destek fonksiyonu olmanın çok ötesinde eğitimin asli zemini haline dönüşeceği de öngörlülmektedir. Zira korona döneminde sağlanan son derece hızlı adaptasyon bu konuda önemli bir gerekliliktedir (Telli ve Altun, 2020). Bu dönemde dijital öğrenme deneyiminden çıkarılan dersler, tüm dünyada bu yöntemin geliştirilmesine hizmet edecek, yakın gelecekte dijital öğrenme, yeni teknoloji ve sistemlerin de katkısıyla işlevselliliği artarak ana öğrenme yapısı haline gelecektir. Daha şimdiden bunun işaretleri görülmektedir. O açıdan eğitim sahasında bu gelişimin farkına varılmalı, gelecekle ilgili makul adımlar hali hazırda atılmalıdır.

4.Yabancılara Türkçe Öğretirken Online Platformlar Kullanılırken Dikkat Edilmesi Gereken Noktalar

Malum olduğu üzere online seminerler iki türlü olabilmektedir. İlkci canlı eğitmen eşliğinde ikincisi ise daha önceden kayıt altına alınan videonun belirli gün ve saatte öğrencilerin istifadesine sunulması şeklindedir. Her iki yönteminde avantajlı ve dezavantajlı yanları olsa da aktif bir öğrenme şekli olduğundan ilk yöntemin dil öğretiminde

daha çok kullanılmaya uygun olduğunu ifade etmek mümkündür. Zira yabancıların dil öğrenirken hoca ile aktif iletişim içerisinde olması hatta sadece eğitmen ile değil, diğer sınıfındaki katılımcılarla daimî bir iletişim içinde olması hızlı dil öğrenme açısından kayda değerdir.

Bu bağlamda yabancılara Türkçe dersi verilirken online platformlarda dikkat edilmesi gereken önemli noktaları şu şekilde maddelemek mümkündür:

1. İletişim eğitimde çok önemli bir realitedir. Bu açıdan iletişim teknolojilerindeki hızlı gelişmelerden büyük ölçüde etkilenen eğitim alanındaki yeniliklerin gerçekçi zeminlerde seyredebilmesi, bu teknolojilerin eğitime yansımaya sürecinin kavramsal ve uygulama boyutları ile iyi bilinmesine bağlıdır. (Karasar, 2004) Bu sebeple eğitmenin katılımcılara canlı dersten birkaç gün önce dersle ilgili posta ya da whatsapp grubundan hatırlatma göndermesi ve online dersten bir gün önce yine hatırlatıcı mahiyette mesaj göndermesi ve dersin başlamasından birkaç dakika önce de URL içeren bir e-posta göndermesi gerekmektedir. Bu sayede öğrencinin online derse motive olması sağlanmış olacaktır.

2. Online ders verilirken, dikkati daha iyi toplamak ve konuyu en verimli şekilde işlemek için anlatılacak konunun uzun ve kısalığına ya da anlaşılır olup olmamasına çok dikkat edilmelidir. Ders etkinliğinin nasıl yürütüleceğine, konunun nasıl sunulacağına ve ne tür diyalogların kullanılacağına azami dikkat edilmelidir. Eğitmenin derse hâkim olması, adeta canlı bir radyo sunumu yapıyor gibi konuya hakim olması ve akıcı bir üslup kullanımı son derece önemlidir.

3. Eğitmenin sanal sınıfı erken girmesi çok önemlidir. Zira katılımcılar sınıfı ilk giriş yaptıklarında sınıfı kimsenin olup olmadığından emin olmayı bilir. O açıdan dersin başlamaya hazır olduğunu hatırlatacak ve varlığını bildirecek ifadelerle katılımcıların derse sıcak ve doğal bir giriş yapmalarını sağlamak gereklidir.

4. Online platformlarda ses ve görüntü rahatlıkla kullanabilir. Bu yüzden eğitmenin platformu açtıktan sonra yüzünü göstermesi, kamerası açık tutması, kullanıcılarla el sallaması, şakalaşması, onların hâl hatırlarını sormak hem yabancı dil öğrenen kişilerin kendilerini gerçek sınıfta olduklarını hissettirecek hem de bu ilk diyaloglarla öğrencinin hedef dili konuşmasına zemin hazırlayacaktır.

5. Eğitmen sunumun interaktif olmasını arzu ediyorsa, öncelikli olarak öğrencilerin dersi rahat takip edebilmeleri için word ya da slayt paylaşımı yapması önemli bir adım olacaktır. Bunun yanında hazırlanan dosyaların yabancı dil öğrenen öğrenciler tarafından rahatlıkla anlaşılabilen netlikte olması çok idealdir. Aksi halde öğrencilerin dersten kopması, başka şeylerle meşgul olması an meselesidir. Bu sebeple eğitmenin oldukça aktif bir şekilde dersini sunması dersten faydalananma oranını ciddi anlamda olumlu etkileyecektir.

Bir başka deyişle, dil öğretiminde materyal hazırlamak, normal bir sınıf ortamında ne kadar önemli ise, aynı şekilde online eğitimlerde de olması gereken bir zorunluluktur. Hatta denebilir ki online eğitimde bu, daha da önemlidir. Öğrencinin kendisini sınıfta hissedebilmesi hem eğitmenin aktif olmasına hem de dikkati toplayacak ve konuya ilgili sağlam materyallere bağlıdır. “İster yabancı dil ister başka

bir alan öğretimi için olsun materyal hazırlama ilkeleri ortaktır. Bu ilkeler birçok kaynaka şu şekilde sıralanmaktadır: “Anlamlılık ilkesi, bilinenden başlama ilkesi, çok örnek ilkesi, görelilik ilkesi, seçicilik ilkesi, tamamlama ilkesi, fonun anlamlılığı ilkesi, kapalılık ilkesi, birleştiricilik ilkesi, algıda değişmezlik ilkesi, derinlik ilkesi, yenilik ilkesi, basitlik ilkesi, hedef-davranış ilkesi, öğrenciyeye uygunluk ilkesi” (Yaylacı, H.S. ve Yaylacı F, 2013)

6. Bu platformlarda yabancılara Türkçe eğitimi verilirken önemli hususlardan bir tanesi, eğitmenin öğrencilerin mesaj bölümüne yazdıkları mesajları sürekli takip edebilmesidir. Zira hedef dilde hocanın kullandığı bir cümleyi ya da kelimeyi anlamayan bir öğrencinin bunu hemen mesaj kısmına yazıp, anı bilgi öğrenme hedefinde olması mümkün değildir. Mümkün mertebe öğrencilerin mesajlarına hızlı dönmek, onlar açısından hem motive edici hem de daha cazip olabilir. Özellikle Belçika'da dil eğitimi veren kurumlarda eğitmenin sürekli mesaj kısmını kontrol ettiği ve gelen sorulara anında cevap vermeye çalışması, sanal ortamda öğrenci öğretmen münasebetlerini daha canlı tutmaktadır.

7. Sunum esnasında teknik bir sorun olduğu zaman, hemen o problemin çözümü için ekstra bir alternatifin hazır tutulması gereklidir. Zira online platformlarda en motivasyon kırıcı husus, dersin beklenmedik bir şekilde kapanmasıdır. Bu yüzden eğitmenin mutlaka bir b planı olmalıdır. Bu b plan özellikle günümüz modern teknolojisiyle daha rahat bulunup uygulanabilir.

8. Online eğitimlerde zaman ve mekân daha rahat olduğu için eğitmenin standart uygulamalar dışında daha farklı uygulamalar ortaya koyması ve çeşitlilik sağlamaası gerekmektedir. Makalenin diğer bölümünde bazı örneklerini vereceğimiz çeşitliliğin sağlanması online eğitim konusunda öğrencilerin motivasyonlarını daha da artıracaktır.

(Tanyıldızı ve Semerci, 2005)

Netice itibariyle online platformların kalitesi ve başarısı, eğitmenin bu konudaki ciddiyetine ve teknik alt yapının yeterli olmasına bağlıdır. Özellikle teknolojik imkân ve gelişmelerin baş döndürücü hızla geliştiği bir dönemde, teknik imkan ve donanımların imkan elverdiği ölçüde hazırlanması gerekmektedir. Bu genel teknik bilgilerden sonra online platformlar üzerinde yabancılara Türkçe eğitim verilirken ne tür aktiviteler yapılabılır, bunun üzerinde durmak istiyoruz.

5.Yabancılara Dil Dersi Verilirken Online Platformlarda Tatbik Edilebilecek Aktiviteler

Esasında uzaktan eğitim ya da bir başka ifadeyle online platformların kullanılması ülkelerin, kurumların ve hatta kişilerin içinde bulundukları çağ'a ve erişilmiş teknolojiye uyum sağlayabilme göstergelerinden biri olarak değerlendirilebilir. (Telli ve Altun, 2020) Bu bakımdan teknolojik gelişmeler neticesinde eğitmenin farklı yol yöntemler ortaya koyması, bu tür eğitimlerin başarılı olabilmesi için önemli bir adımdır. Makalemizin bu bölümünde özellikle yaşamakta olduğumuz Belçika'daki dil kurslarında tatbik edilen ve büyük ölçüde başarılı olan

uygulamalardan bazılarını örnek olarak zikretmek istiyorum:

*Sınıfı ikişerli gruplara bölüp konuşturma

Özellikle online eğitimlerden dil öğretimi konusunda başarı elde edebilmek için en önemli hususların başında öğrencinin dili ders esnasında daha çok kullanabileceği bir zeminin oluşturulmasıdır. Özellikle zoom gibi online platformların gelişmiş ve kaliteli versiyonlarında öğrencilerin ikişerli gruplara ayrılması, karşılıklı konuşma temrinleri yapması ve bu diyalogların gruplar arasında geçişler yaparak öğretmen tarafından takip edilmesi imkân dahilindedir. Ayrıca öğrenciler, grup olarak bu aktiviteyi yaptıklarından ve eğitmenin de diğer grupları dönerli gezmesinden ötürü, kendini daha rahat hissedebilmekte ve daha rahat konuşma cesareti bulabilmektedir.

*Sınıfı sayısına göre 4 erli 5 erli gruplara bölüp bir konu hakkında tartışmalarını Sağlama

Yukarıda da ifade edildiği gibi, online platformlardan grup çalışmalarında daha fazla istifade etmek gereklidir. Zira kalabalık grupların online ders esnasında konsantrasyonu kaybetme riski her zaman vardır. Bu açıdan sınıfı sayılarına göre dengeli bir şekilde bölmek ve seçtikleri bir konu etrafında, hedef dilin tartışma, görüş beyan etme, şartlı görüşe katılma gibi farklı söylemleri de yazılı öğrencilere vererek konuyu bu ifade kalıplarından da istifade ederek karşılıklı sunmaları istenebilir. Örneğin, Türkiye'de demokrasi sorunu var mıdır? sorusu ileri sürülür, öğrencilerin bu konu hakkında konuşmaları onlardan istenebilir. Daha sonra grup çalışması bittikten sonra, sınıf tekrar bir araya gelebilir ve her bir grup bir temsilci seçerek,

aynı konu etrafında kendi gruplarındaki görüşleri anlatmaya çalışabilir. Bu sayede öğrenci doğal akış içerisinde dil konusunda kendisini geliştirmiş olacaktır.

*Atasözleri ile alakalı resimler çizip, öğrencinin bu atasözünün ne olduğunu bulmalarını ve böylece hedef dile yatkınlıklarını artırma.

Bu konuda son derece ilgi çekici bir aktivitedir. Öğretmen, söz gelimi 20 atasözünü, sadece resimlerle öğrencilere hazırlayabilir. Mesela Türkçe 'de ki "Bir elin nesi var, iki elin sesi var." atasözünü, öğrenciyi düşünmeye sevk edecek resimlerle anlatmaya çalışır. Daha sonra öğrencilere birkaç dakika bu resim hakkında düşünmeleri ve hedef dille görüşlerini beyan etmeleri istenir. En sonunda bunun hangi atasözü olduğunu tahmin etmeleri onlardan beklenir. Böylece öğrenci, hem resim üzerinde konuşurken spontane konuşacağı için Türkçe konuşma becerisini daha da hızlandıracak öte yandan da eğitmenin en son söyledişi atasözünü zihnine daha iyi oturtacak, gündelik dilde bunu konuşabilecek ve kullanabilecek bir seviyeye ulaşacaktır. Hedef dilin atasözlerini bağlama uygun bir şekilde kullanabilmek, o dildeki becerinin iyi bir seviyede olduğunu ortaya koymaktadır.

*Öğrencileri ikişerli gruplara ayırarak, bazı roller tayin ederek, karşılıklı hem iş başvurusu hem de şikayet mektubu gibi denemeler yaptırarak, öğrencinin hem yazı becerisini hem de konuşma becerisini hızlandırmaya çalışmak ta online ortamlarda yapılabilecek güzel bir aktivitedir.

*Derste maksimum 5 dakikalık Türkçe bir video veya ses kaydı dinletip, bu esnada o video ile alakalı hazırlanmış en az 5 soruya cevap vermelerini sağlamak.

*Daha önce dökümü verilen birkaç dakikalık video izletilerek, metinde boş bırakılan yerlerin öğrenciler tarafından iştilip doldurulmasının sağlanması da dil eğitimiminde güzel bir yöntem olarak düşünülmelidir.

* Öğrencilere Türkçe haber sitelerinden birkaç dakikalık bir haber veya kültürel bir video izleyip, bunu birkaç dakikada anlatmaları için zaman verme ve sınıf ortamında bu anlatımları dinleme. Bu aktivite en az üçerli gruplarla yapılabilir.

*Sınıfı en az 3 erli gruplara ayırarak, internetten kendilerine verilen bir haber metnini, tíká televizyon ya da radyoda sunuyor gibi haber haline geçirmelerini sağlamak

Mesela Türkiye'de bulunan Ayasofya ile ilgili bir haber metni öğrencilere verilir. Öğrencilerden birisi, haber sunucusu, diğeri olay yerinden canlı habere bağlanan diğeri de tarih uzmanı rolleriyle bu programa öncesinde grup olarak çalışırlar. Daha sonra kendilerine minimum 5 dakika süre verilir. Bu süre zarfında öğrenciler, hazırladıkları bu haberi sanki televizyonda haber bülteni sunuyor gibi online platformda diğer öğrencilerin huzurunda sunabilirler. Ancak şunu da ifade etmemiz gerekir ki böyle bir aktivite dil öğretimimde son kurlara yaklaşmış kimselere yapılmalıdır. İlk ve orta seviyeler için bu aktivite biraz ağır olabilir. Belçika'daki dil kurslarında bu aktivite konuşma becerisinin son modülünde yapılmaktadır.

*Öğrencilere belirli sitelerden resim seçimlerini isteyerek, bu resim hakkında düşüncelerini hedef dilde anlatmalarını sağlamak.

*Öğrencilere seviyelerine uygun hedef dilden bir kitap seçmelerini isteyip, o kitap hakkında hem yazılı hem de sözlü bir sunum yapmalarını istemek.

*Öğrencilerin hedef dildeki hikayeleri anlama becerilerini geliştirmek için örnek hikâye dinlemelerini isteme ve kendilerinin de sesli veya görüntülü bir şekilde başlarından geçen hikâyeyi anlatmalarını ve yaptıkları kaydı öğretmene iletmelerini isteme. Ayrıca zoomda her bir öğrencinin kendi hikayesini anlatmasını sağlamak.

*Öğrencilerin daha önce seçtikleri bir konuyu sunum halinde típkı sınıfta anlatmış gibi online platform üzerinden anlatması.

*Öğrencilerin yapılan basit bir test ile neye meyilli oldukları tespit edilebilir. Mesela Gardner'a ait olan Sözel-Dilsel Zekâ, Matematiksel-Mantıksal Zekâ, Uzamsal-Görsel Zekâ, Müziksel-Ritmik Zekâ, Doğasal Zekâ, Sosyal Zekâ, Kinestetik-Bedensel Zekâ ve İçsel Zekâ türlerinden online platformlar için yeni yeni projeler geliştirilebilir, böylece öğrencilerin meyilli oldukları alanlarda hem eğlenerek hem de hedef dili severek öğrenmeleri tatbik edilebilir. Böylece öğrencilerin ilgi ve becerilerine göre zoom üzerinden icra edilecek alternatif programlar geliştirilebilir. Mesela müziksel zekâsı gelişmiş kimseler için dil öğreniminde bu zeka türüne uygun olarak müzikli dil öğrenme aktiviteleri, şarkılar, şiirler, hedef dilin kültürel ve ritmik zenginliği öğrenmeden aktif bir şekilde kullanılabilir.

Mesela yeni dil öğrenen birisi olarak o dile ait meşhur ve kolay anlaşılabilir şarkılar, öğrenme konusunda daha motive edici olmaktadır. Böylece öğrencinin bu tür aktiviteleri zoom üzerinden yapması mümkündür. Yine dil öğrenen bu

zeka türüne sahip kimseye, öğrendiği dille seviyesine uygun şarkı veya şiir sözleri yazıp, onları zoom da müzik eşliğinde söylemesi ödev olarak verilebilir. Böyle bir zekaya sahip öğrencinin kendi yaşadığı veya hayal dünyasını kullanarak bir hikaye yazması ve yine bu hikayeyi müzik eşliğinde sınıfta okuması güzel bir yöntem olabilir. Böylece öğrenci, müzik sayesinde hem daha mutlu olacak hem de daha kolay öğrenecektir.

Örneğin müziksəl zekaya sahip öğrencilerin hedef dilde ezber yaparken ritim kullanarak ezber yapması ve kısa kısa müzikler ve ritim eşliğinde bunları zomda sunması sağlanabilir. Bir filmi ya da kitabı sesler veya şarkılarla zoomda anlatması istenebilir. Ya da basit bir hedef dile ait tiyatro (tek kişilik ya da birkaç kişi) arka plan fon müzikleriyle zoom sanal ortamında canlandırılabilir. Müziksel zekaya sahip öğrencilerin öğrendikleri konuları, bir rep şarkısı halinde yapmaları istenebilir, daha sonra bunu zoom ortamında yine müzik eşliğinde ritim tutarak canlı performans sergileyebilirler.

Elbette ki teklifler ve farklı uygulamalar sadece bunlarla sınırlı değildir. Daha farklı ve yenilikçi plan ve programların yapılması, online platformların daha sağlıklı kullanılabilmesi için son derece önemlidir.

6. Sonuç

Makalemizde ortaya çıkan sonuçları maddeler halinde şu şekilde ifade edebiliriz:

*Online eğitim son zamanlarda oldukça yaygınlaşmıştır.
Özellikle pandemi sürecinde dünya bu platformu çok daha

fazla keşfetmiştir. Bu sebeple dil öğretimi gibi ara verilmesi mümkün olmayan ve zararlara sebep olan bir eğitim yolculuğunda, online platformların aksi durumlarda hemen realize edilmesi son derece önemlidir.

*Online eğitimin pozitif ve negatif yanları olsa da modern dönemde geliştirilecek yeni keşif ve aktiviteler sayesinde bu platformların çok daha işlevsel hale getirilmesi gerekmektedir.

*Korona döneminde yaygın kullanılan bu platformlara gelecekte daha çok popüler hale gelecek ve alternatif bir eğitim yöntemi olmanın ötesinde aslı bir eğitim modeli haline gelebilecektir. Simdiden buna dair işaretler görülmektedir. Bu açıdan özellikle dil öğretiminde bulunan kimselerin online platformlara entegre olmaları ve yeni teknik ve metodlar geliştirmeleri son derece önemlidir.

*Bu platformlardan istifade edilirken, farklı ülkelerdeki tecrübeleri öğrenip, Türkçe öğretiminde tatbik etmek mümkündür. Bu anlamda makalede özellikle Belçika'da dil öğrenimi yapan kurumların yaptığı aktivite ve etkinliklerin Türkçe dil öğretimine entegre edilmesi ciddi bir zenginliktir.

*Bunun dışında örgüt eğitimde sınıf ortamında uygulanan öğrenme etkinliklerinin online eğitime göre yeniden gözden geçirilmesi, ilave ekleme ya da eksiltmelerle bu etkinliklerin revize edilerek online eğitimde çeşitliliğin sağlanması oldukça önemlidir.

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Views of A1 Level Learners on Listening Skills in Teaching Turkish as a Foreign Language

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Abstract

The purpose of this study is to investigate the effect of listening and watching activities in Turkish on foreign language learners. In the research, voluntary interviews were conducted with the students of Almaty Private Girls' High School studying at the A2 level. The focus group method was used to learn the students' views in the study. Interviews were conducted with 10 students. The interview results were used to find the answers to the sub-problems. As a result of the study, it was determined that some words in Turkish are difficult to understand, and there is a problem in listening and understanding the sounds that are not

used especially in Kazakh and Russian. It was concluded that teachers and students have to make some preparations for the listening activities before and after the lessons. In the context of these results, some suggestions have been made to teachers and students with regards to the listening activities.

Keywords: A2 Level, Listening Skill, Listening Activities, Turkish as a Foreign Language





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Foreign Language Teaching, Methods and Techniques: Feynman Teaching Technique

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Abstract

Richard Feynman (1918-1988) was a Nobel Prize-winning theoretical physicist known for his contributions to quantum physics. In addition to being a scientist, he was famous for explaining complex concepts in simple terms. Feynman attracted much attention in a short time with his extraordinary teaching skills, and he became the founder of a system known as the Feynman Technique. The Feynman Technique is not actively used in current teaching methods; however, it is anticipated to be used in teaching sciences. Although many modern teaching techniques involve some

of the principles comprising the Feynman Technique, its implementation as a whole may improve the teaching efficiency. The methods used to teach foreign languages differ in countries and develop according to the needs. The Feynman Technique may be implemented in all of those different methods easily and may result in more effective foreign language acquisition by improving the personal learning experience. In this paper, we give the list of the foreign language teaching methods accepted by the European Centre for Modern Languages of the Council of Europe. Some of the techniques used in these methods are explained along with the Feynman Technique. In the results section, we discuss the advantages of utilizing the Feynman Technique in foreign language teaching.

Keywords: Method, Technique, Learning, Foreign Language Teaching Methods, Feynman Technique





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Analysis of the Development of the Viticulture Industry in ATU Gagauzia

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Abstract

The development of viticulture is one of the most important agricultural tasks for ATU Gagauzia.

ATU Gagauzia is one of the main producers of grapes in Moldova, this is explained by the natural and climatic conditions, the features of the relief and soils, the traditional orientation of the population, who have the skills of viticulture and winemaking.

The developed program for the restoration and development of viticulture has the main goal of creating a modern industry for the production of grapes - high quality,

competitive in the sales markets and having high economic efficiency.

The economy of ATU Gagauzia is traditionally dominated by the agro-industrial sector, which accounts for up to 70% of the region's GDP. The total area of agricultural land reaches 150 thousand hectares, of which the ownership of arable land accounts for 100 thousand, orchards and vineyards - about 26 thousand hectares. However, in the conditions of market relations and the introduction of modern technologies, the share of agriculture in the labor market is decreasing, although agriculture provides jobs for up to 20% of the economically active population of ATU Gagauzia.

In 2007, the total area of ATU Gagauzia vineyards was 13056 hectares by 2019, reduced to 7548 hectares. Thus, it can be noted that over the past 10 years there has been a decrease in areas by 1.7 times. Of the entire area of vine plantations at the present time, 4841 hectares are fruit-bearing, 2707 hectares are young. The area of uncultivated vine plantations is 539 hectares, 4197 hectares are in the stage of decommissioning and uprooting.

In recent years, the area of fruit-bearing vineyards has decreased due to the uprooting of old plantations, but due to the introduction of fruit-bearing young vineyards with a high level of cultivation agricultural technology, the yield and gross harvest of grapes gradually increased, and by 2018 it amounted to 53.70 thousand tons, with a yield of 92 ,7 c / ha, in 2019 due to dry conditions decreased and amounted to 49.98 thousand tons with a yield of 86.3 c / ha.

Key words: ATU Gagauzia, climate, development, grapes, soil, productivity, varieties, yield.





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Analysis of the Poultry Industry in ATU Gagauzia

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Abstract

ATU Gagauzia is a region with a dynamically developing economy. The economy of Gagauzia is traditionally dominated by the agro-industrial sector, which accounts for up to 70% of the region's GRP.

Poultry farming in the region today, is one of the most important branches of agriculture, ensures food security, supplying the markets with high-quality animal protein necessary to maintain the health of the human body.

The importance of this industry is determined not only by its high share in the production of gross output, but also by its great influence on the region's economy.

In ATU Gagauzia, three large agricultural enterprises are engaged in poultry breeding, including one for meat production and two for meat and eggs.

In 2020, 146403 thousand heads of poultry were raised in ATU Gagauzia, which is 57201 thousand heads or 28% less than in 2019.

Analysis of the dynamics of the production of poultry products in recent years shows that the share of poultry meat in the total production of all types of meat in ATU Gagauzia has increased significantly. The share of poultry meat in the volume of produced meat resources increased significantly from 1.1% in 2016, to 39% in 2020.

From 2016 to 2020 there is a significant increase in such indicators as the average daily gain in live weight of poultry and the average annual egg production of laying hens. This is due to the use of new technologies in poultry farming: the use of more balanced, highly nutritious feed in the diet of poultry; highly productive meat and egg breeds and poultry crosses.

Key words: eggs, meat, poultry farming, production.





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Is Philosophy of Education Still Relevant for Educational Policy and Practice? Case of Horizon Education Trust Schools in South Africa

Aydin Inal

Abstract

Offering a single definition of philosophy of education has been a challenge. Therefore, the discussions in the literature rather focused on negotiating the discipline's borders and issues of inclusion and exclusion (Burbules, 2000) as well as philosophy of education's relevance to practical educational issues (Vokey, 2006). Investigating a philosophy of education in practice can offer valuable insight for these debates.

The Horizon Education Trust (HET) operates a group of independent schools in South Africa. The founders of these schools are inspired by a service-oriented philosophy of education and it is expected that the policies and practices of the schools are infused with a sense of service and related

approaches. My interest is on the interplay between a philosophy of education and its practical implementation. In this talk, I will briefly introduce the findings of my research on if and how such a philosophy of education is infused in the policies and practices at HET schools. I briefly allude to a framework I developed for my analysis and then I present some of the important findings. This research included an analysis of these schools' documents and interviews with some of the teachers and graduates. My findings revealed reasonable resonance among the philosophy of education, policies and practices however not without challenges. My findings revealed some concerns and misalignment between a sense of service, the schools' policies, the perceptions of the teachers and practices.

Keywords: philosophy of education, service, educational policy, theory and practice, perception





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Shed skin & Re skin: A Form and Meaning Study

Yahya Polat

Abstract

In the preface of the book "Meaning Based Translation" (Larson, 1998), Peter Newmark expressed the need for practical work in the field of Translation Studies. Books notably written mostly by Germans, have been too philosophical and abstract to relate at all translator's mundane problems. Some have leaned towards contrastive linguistics. Others have tended to tie translation too closely to a linguistic theory. Nida's were the first to deal at all practically with the cultural as well as the manifold linguistic problems of translation. Dr. Mildred Larson has produced the first textbook designed to be used in the classroom.

Larson, (1998) in the above mentioned book stated that when a translator translates the meaning of the source language is transferred into the receptor language and this is done by going from the form of the first language to the form of a second language by way of semantic structure. It

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is meaning which is being transferred and must be held constant. Only the form changes. These forms are referred to as the surface structure of a language. It is the structural part of language which is actually seen in print or heard in speech. Baker (1992: 24) says that the form of the source language in translation is replaced by the equivalent lexical item (form) of the receptor language.

There are also certain characteristics of languages which have a very direct bearing on principles of translation. By knowing the elements of meaning of the source language, translators can make the right decision related to these elements. The purpose of this text, basing Larson's view on meaning in translation, is to classify and explain those characteristics, principles and elements of translation step by step with examples from Kyrgyz and Turkish culture and languages.

Keywords: form, meaning, elements of meaning, source language, receptor language, surface structure, primary meaning, secondary meaning, figurative meaning



Introduction

Larson states that, the way of effective translation is to discover the meaning of the source language and to use the receptor language forms which express this meaning in a natural way. It is the purpose of this article to familiarize the reader with the basic linguistic and sociolinguistic factors involved in translating a text from a source language into a second language, i.e. the receptor language, and to give them enough practice in the translation process for the development of skills in cross-language transfer. The underlying premise upon which this article is based is that the best translation is the one which

- a) uses the normal language forms of the receptor language,
- b) communicates as much as possible, to the receptor language speakers the same meaning that was understood by the speakers of the source language, and
- c) maintains the dynamics of the original source language text. Maintaining the "dynamics" of the original source text means that the translation is presented in such a way that it will, hopefully, evoke the same response as the source text attempted to evoke (Larson, 1998).

1. What is Translation?

In translation in particular and in communication in general, language is considered as a communication code that consists of symbols or words organized into a system according to the rules of grammar, and organized into different kinds of combination.

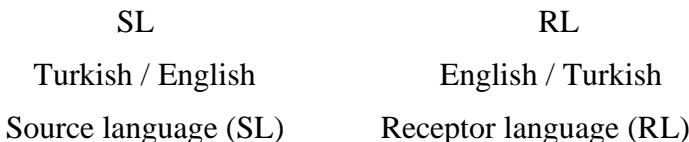
Translation, by dictionary definition, consists of changing from one state or form to another, to turn into one's own or another's language (The Merriam-Webster dictionary, 1974).

According to Newmark (1988: 5) translation is “rendering the meaning of a text into another language in the way that the author intended the text”.

Hatim and Munday (2004: 6) define translation as “the process of transferring a written text from source language (SL) to target language (TL)”. In this definition they do not explicitly express that the object being transferred is meaning or message. They emphasize on translation as a process.

Nida and Taber (1982: 12) state that “translating consists in reproducing in the receptor language the closest natural equivalent of the source language message”.

Larson states that (1998, 3) Translation, consists of studying the lexicon, grammatical structure, communication situation, and cultural context of the source language text, analyzing it in order to determine its meaning, and then reconstructing this same meaning using the lexicon and grammatical structure which are appropriate in the RECEPTOR LANGUAGE and its cultural context. The process may be diagrammed this way:



What do you do when you translate? What do you do first?

We follow three steps in translation;

- reading + analyzing for the basic meaning
- transfer meaning into the RL (receptor language)
- make adjustment to meet the stylistic requirements.

2. Form and Meaning

If translation is basically a change of form (Larson 1998, 3), we can formulate it this way:

- a) When we speak of the form of a language, we are referring to the actual words, phrases, clauses, sentences, paragraphs, etc. which are spoken or written.
- b) These forms are referred to as the surface structure of a language.
- c) It is the structural part of language which is actually seen in print or heard in speech. In translation the form of the source language is replaced by the form of the receptor (target language).

But how is this change accomplished? What determines the choices of form in the translation? In the following parts we will find ways to answer these questions.

2.1. Slight Changes in Meaning

Let us look at an example. Assume that we are translating the Turkish sentence "Uykum var," into the English language. This Turkish form consists of the noun form var-'have,' no suffix and the word uykı 'sleep.' The combination

means that "a person, the speaker, is in the state of being sleepy." English translation would be "I am sleepy."

Persons who know both the source language and the receptor language well can often make the transfer from one form to the other very rapidly, without thinking about the semantic structure covertly but, when the translators are not equally fluent in the two languages and texts are complicated, the study of the principles that will be presented below will enable them to make more adequate translation (Larson, 1998, 4).

It is relatively easy to handle the transfer for simple sentences used in everyday conversation. For example, one easily learns such differences as the following:

- English: What is your name!
- Spanish: Como se llama"? (literally "how yourself you-call?")
- Aguaruna: Amesh yaitpal (literally "you-doubt who-are-you?")
- Turkish: Adın ne? (What is your name?)
- Kyrgyz: Атың ким: Ating kim: (Who is your name?)
- Russian: Как тибе завут: (How you are called?)

It is not simply a matter of different word choices, but of different grammatical structures as well. We expect greetings to have varying forms. But notice the following additional example of the forms used to express the meaning that "a person, who is the speaker smokes. English uses: "I smoke." Turkish uses the form which says; "I drink a cigarette." English, Turkish use

the form say: "I drink tea" Kurdish uses the form which literally says, "I eat tea."

2.2. Influence of sister languages

Translators do not have problems with these common expressions. They hardly think about the fact that the grammatical form and the lexical choices are so different. But as they move into unfamiliar material, or into higher levels of syntactic structure with complicated sentences and discourses, there is a tendency for choices of lexical items and grammatical forms in the receptor language to be unduly influenced by the lexical items and grammatical forms of the source language. The result will be forms which sound strange and "foreign" to speakers of the receptor language.

For example, a German speaker may say in English,

"The child has fever, it is ill," instead of "The child has a fever, he/she is ill," because of the influence of the German "Das kind hat fieber, es ist krank." In English there needs to be an article, a, before fever; and child is referred to by a masculine or feminine pronoun rather than the neuter pronoun, it. (Larson, 1998; 7)

Some examples between Kyrgyz and Turkish languages.

1. Turkish people who have stayed long years in Kyrgyzstan have begun to use the word "gerek" instead of "lazım." Example: instead of "Size ne lazım?" They now use "Size ne gerek?"
2. Before they said: "Bu müzik benim çok hoşuma gitti." Now they say: "Bu müzik bana" or "beni yaktı."

3. In Turkish: Kitap okundu, In Kyrgyz Kitep okuldu.

2.3. Kinds of mistakes nonnative speakers of a language make:

We are familiar with the kinds of mistakes nonnative speakers of a language make. If analyzed, these errors almost always reflect the lexical and grammatical forms of the person's mother-tongue. He has translated literally the form from his own language (the source language) and, therefore, his speech in the receptor language is unnatural. (Larson, 1998, 5) For example:

1. Two kids are fighting in a movie. Holding from his neck, one got the other on the ground. In the subtitle writes; "say uncle!" It was translated into Turkish as "amca de!" However it should have been translated as 'pes de!' which means; "say uncle," "give in."

2. In Topgun, starring Tom Cruse, the leading actress is giving a note to Tom Cruse On the note writes the address and an expression: '7:30' Sharp. It was translated as "at 7:30, at the Sharp Restaurant," However it should have been translated as "Let's meet at exactly 7:30. No later!"

<http://www.ekremuzbay.com/ek-gramer/ceviri-hatalari.html>

3. Elements of Meaning

Larson (1998: 6) states that there are certain characteristics of languages which have a very direct bearing on principles of translation. By knowing the elements of meaning of the source language, translators can make the right decision

related to these elements. The elements are described below.

First, let us look at the characteristics of meaning components. Meaning components are "packaged into lexical items, but they are "packaged" differently in one language than in another. In most languages there is a meaning component of plurality, for example the English -s. This often occurs in the grammar as a suffix on the nouns or verbs or both.

3.1. Plural system

English and Turkish languages are different in marking plural nouns. In written communication, English uses inflectional morpheme -s or -es, or adds phoneme /-s/, /-z/, or /-is/ in spoken. Some irregular forms are also exist. While in Turkey, markers of plural nouns are /lar/ and /ler/ suffixes at the end of a noun. For example:

Turkish	Kyrgyz	English
1. Kitap/ Kitaplar	Kitep/ Kitepter	Book/ Books
2. Çocuk/ Çocuklar	Bala/ Baldar	Child/ Children
3. Ev/ Evler	Üy/ Üydör	Home/ Homes

In Aguaruna, however, plurality is a component of the verb stem itself and cannot be separated out for many of the more common verbs. If the actor is singular, the first form will be used, if plural, the second. (Larson,

- | | |
|---------------------|-------------------|
| 1. Tupikau: he runs | Pisaju: they run |
| 3. Ekutu: he sits | Pekemsau they sit |
| 5. Weu: he went | Shiaku: they went |

3.2. Single word translated by many words

A study of any dictionary will indicate the amazing "packaging" of meaning components in lexical items. In Otomi (Mexico), one single word means *watch sheep by night*. All of those components are in a single lexical item.

In Vietnamese, there is a word which means *someone leaves to go somewhere and something happens at home so that he has to go back home*. Many times a single word in the source language will need to be translated by several words. For example, a projector was called the thing that shows pictures on the wall by the Chipaya of Bolivia.

Some examples from Kyrgyz proverbs:

Айдай келдиники алды менен өлөт, өрмөкчүнүкү өзү өлөт.

Ayday geldinin hayvanı (tembel adamın) hayvanı, eceli gelmeden ölüür (kaybolup mindar olur); örgütünün (çalışkanın) hayvanı eceliyle ölüür.

Ayday keldi's horse die early, hard worker's (knitter, darner) horse die late.

Өзүнүн бегин бөктөй албаган, кимдин чигин чиктейт?

Kendi büyüğünü kaale almayan, kimin küçüğüne söz geçirebilir ki?

If you take your elder for granted, you cannot make juniors listen to you.

Чүкө: Çükö: Aşık kemiği oyunu: Dib

Бөктө: Böktö: Kemiğin yüksek tarafı, gelirse kazanırsın,

Чик: Çık: Kemiğin çukur tarafı, gelse kaybedersin.

Айкүр: Aykür: dik gelse en iyi.

Taa, gelse üçüncü seviye.

Айкүр тұштұ چүкөсү: İşi rast gidiyor.

Жакшылығын алса - үт (кут), жамандығын алса - жут.

Yahşılığın alsa baht; yamanlığın alsa kıt(lık).

If it takes the good side, it is fortune; if it takes the bad site, it is famine.

(Кыргыз тақвиминде 28 оцактан 11 шубата kadar olan sürede егер kar çok yağısa “üt” geldi, az yağısa “jut geldi” дерлер).
(<https://sputnik.kg/society/20151213/1020845085.html>)

3.3. The same meaning component will occur in several surface structure lexical items (forms).

It is characteristic of languages that the same meaning component will occur in several surface structure lexical items (forms). In English, the word sheep occurs. However, the words lamb, ram, and ewe also include the meaning sheep. They include the additional meaning components of young (in lamb), adult and male (in ram), and adult and female (in ewe). In Huambisa (Peru), lamb would need to be translated by "sheep its child," ram by "sheep big," and ewe by "sheep its woman."

Below are several horse names in Kazakh language.

Méstek: Mastek and Köben are two types of horses which are short and fat, not suitable to run.

Көбен мініс көтермейді, Мәстек жүріс көтермейді.

Köbeň minis kötermeydi, městek cüris kötermeydi (Semiz at binmeye gelmez, městek yürümeye gelmez). (Köben is no good for a ride, mastek is no good for a trod).

Baytal: Mare between the ages of 2 and 3, which has not given birth.

Baytal şawıp býge almas (Baytal, doludizgin koşup at yarışını kazanamaz. Young mare does not receive rewards running.).

Baytal minseň úulın joú, sawmal işseň úımız joú (Baytala binersen úulın olmaz, sawmal içersen kımız olmaz).

If you ride the Baytal, no Kulun (colt, filly); If you drink “sağmal” (a foal horse) no kımız (kumys).

Argımak: Asıl, güzel görünüşlü at

Besti: Beş yaşındaki at

Bîe: Yavrulamış kısrak

Aygır: Sürüye katılan, iğdiş edilmemiş erkek at

Jabı: Asıl olmayan at cinsi

Kazan at: Uzun yola dayanıklı, güçlü bir at cinsi olup, Kazakhstan Menşelidir

Tulpar: Çok hızlı koşan at.

Tuwlak: Çok binilen zayıf at

Dönen: Dört yaşındaki aygır.

Kunan: Üç yaşına giren erkek at

Sayak: İğdiş edilmiş at

Jabağı: Taydan küçük, beş-altı aylık at yavrusu

Jegin: Arabaya koşulmaya alışkın at

Jortak: Tırıs yürüyüşlü at

Jorga: Rahvan yürüyüşlü at

Tay: İki yaşıını henüz doldurmamış at

Kulun: Altı aya kadarki at yavrusu

3.4. One form will be used to represent several alternative meanings

a. One form with many alternative meaning

A word has a primary meaning, that is the meaning which at the first time is got by the receiver or reader. The second or alternative or connotative meaning is one which is affected by the context. The examples below may clarify this. (Andy Bayu Nugroho, S.S.)

This again is obvious from looking in any good dictionary. For example, the Reader's Digest Great Encyclopedic Dictionary gives 54 meanings for the English word run.

Most words have more than one meaning. There will be a primary meaning, the one which usually comes up in mind when the word is said in isolation—and secondary meanings—the additional meanings which a word has in context with other words. In English, we can say the boy runs, using run in its primary meaning. We can also say the motor runs, the river runs, and his nose runs, using run in secondary senses, i.e. with different meanings. But notice

the following comparison with Spanish. Motors and noses do not run in all languages.

English	Turkish	Back Translation
The man runs.	Adam koşar	(runs).
The motor runs	Motor çalışıyor	(functions).
The water runs	Su akıyor	(flows)
The clock runs.	Saat işliyor	(works).
His nose runs.	Burnu akıyor	(drips).
The bus runs between Tunguch and Jal: Otobüs sefer yapıyor (The bus plies between...)		

Turkish	English
Cam kırdı	Broke the window
Ayağını kırdı	Broke his leg
Cesaretimi kırdı	Discouraged me
Kalbini kırdı	Broke heart
Fiyat kırdı	Made discount
Tavlada pul kırdı	Hit a checker

Kyrgyz (Koturuu)
English

1. Translate: Китепти көтөр,
Translate the book
 2. Transfer: Кызыымды XU дан Alatoo га көтөрдүм. I
transferred my daughter from XU to IAU.
 3. Move: Хан ордосун түндүк тарабына көтөрт. Khan
moved his headquarters to the north.
 4. Change place: Жер көтөрүү: Бүгүнкү жаңырган
дүйнөдө ар ким өзүнү ыңгайлдуу жашоосу үчүн жер
көтөрүшүуда.
 5. Replace: Нарынга жумушка көтөрүлдүк. We have
changed our job to Narin
 6. Change Clothes: Кийим көтөрүп кийүү
 7. To Switch: Латын жазмасына улуттук жазманы
көтөрүү. To *switch* the National script to the Latin
alphabet.
 8. Deposit money (with dative) Мечитке 1000 сом
көтөрүшкан: He *donated* 1000 som to a mosque.
 9. Withdraw (with ablative) Банктан акча көтөргөн: He
withdrawn money from bank.
 10. To send many via bank. Туркиядагы досумга Вестерн
Унион менен 10.000 сом көтөрдүм. I *sent* my friend in
Turkey 10.000 som.
- b. This principle is not limited to lexical items for it is also true that the *same grammatical pattern may express several quite different meanings.*

For example, the English possessive phrase my house may mean "the house I own," "the house I rent," "the house I live in," "the house I built," or "the house for which I drew up the plans." Only the larger context determines the meaning. Notice the following possessive phrases and the variety of meanings:

Benim arabam	my car	ownership
Benim kardeşim	my brother	kinship
Benim ayağım (part of my body)	my foot	part-whole
Benim şarkım (I sing)	my singing	actor-activity
Benim kitabımdır (the book I own, or, the book I wrote)	my book	ownership or authorship (the book I own, or, the book I wrote)
Benim köyüm (the village where I live)	my village	residence
Benim trenim (I travel)	my train	use (the train

c. Whole sentences may also have several functions.

- Rhetorical Questions:

- A question form may be used for a nonquestion. For example, the question "Mary, why don't you wash the dishes?" has the form of a question, and may in some context be asking for information, but it is often used with the meaning of command (or suggestion), rather than a real question. It is then a rhetorical question. (The matter of translating questions will be discussed in chapter 22.)

1. What's the good of a fair apple if it has a worm in its heart? (Алманын ичинде курт болгон соң, анын жакшылыгы не)?
2. All are good girls but where do the bad wives come from? (Кыз кезинде баары жакшы, жаман аял кайдан чыгат?) [C. Bhuvaneswar, 2009, 42].
3. Айтмайынча ким билет, ачмайынча ким көрөт?
4. Ай он бешинде кайда барат дейсин? – Толот.
5. Башкы балаа кайдан? –Кызыл тилден.
6. Дүйнөдө эмне кор? –Оору кор.
7. Эрден эрдин неси артык? –Эптеп айткан сөзү артык.

- A simple English sentence may also have a function like:
"He made the bed," may mean either
"He made (as a carpenter would make) the bed," or
"He put the sheets, blanket, and pillow in neat order on the bed."

a. Grammatical markers

Just as words have primary and secondary meanings, so grammatical markers have their primary meaning and often have other secondary functions. The “preposition on is used in English to signal a variety of meanings. Compare the following uses of on with the corresponding form used in Turkish.

John found a book *on* the floor. John *yerde* bir kitap buldu.

John found a book *on* mathematics. John bir matematik kitabı buldu

John found a book *on* Tuesday. John Sali *günü* bir kitap buldu

John found a book *on* sale. John *indirimde* olan bir kitap buldu.

The word ‘on’ in the examples above indicates ‘position’ or ‘location’, ‘about’ and relation of time which in Turkish are translated as ‘üstünde’, ‘hakkında’, or ‘günü’. (Andy Bayu Nugroho, S.S.)

Compare also the following uses of by:

John was stopped *by* the policeman. John polis *tarafından* durduruldu.

John stopped *by* the bookstand. John kitap standının *yanında* durdu.

In the first, by is used to signal the meaning that the policeman is the agent of the action. In the second, by signals that the bookstand is the location.

In the Acholi language of Sudan, the word oto has various meanings depending on the words with which it occurs. Notice the following:

Latin oto. The child is dead.

Agulu oto. The pot is broken.

Mac oto. The fire is gone out.

We have seen that one form may express a variety of meanings. On the other hand, another characteristic of languages is that

e: a single meaning may be expressed in a variety of forms.

For example, the meaning of 'the cat is black" may be expressed by the following:

the cat is black,

the black cat,

and the cat, which is black, depending on how that meaning relates to other meanings. In addition, the meanings of "Is this place taken?"

"Is there anyone sitting here!" and

"May / sit here!," are essentially the same. The speaker is indicating a desire to sit in a certain seat. In Pidgin, the meaning "He gave me a book" stays essentially the same whether one says "em i givim wanpela buk long mi" or "em i givim mi wanpela buk." Also, the meaning is essentially the same in the following English sentences (example from K. L. Pike):

Others blamed John because of the difficulty: Sıkıntıdan dolayı John'u suçladılar.

Others blamed John for the difficulty. Sıkıntı için John'u suçladılar.

Others blamed the difficulty on John. Sıkıntı
yüzünden John'u suçladılar.

Others said John was responsible for the difficulty.
Sıkıntının sebebi John dediler.

Others accused John of being responsible for the difficulty.
Sıkıntıının sorumlusu olarak John'u suçladılar.

We have seen that even within a single language there are a great variety of ways in which form expresses meaning. Only when a form is being used in its primary meaning or function is there a one-to-one correlation between form and meaning. The other meanings are secondary meanings or figurative meanings. Words have these extended meanings and in the same way grammatical forms have extended usages (secondary and figurative functions).

This characteristic of "skewing," that is, the diversity or the lack of one-to-one correlation between form and meaning, is the basic reason that translator has a complicated task! If there were no skewing, then all lexical items and all grammatical forms would have only one meaning; and a literal word-for-word and grammatical structure-for-grammatical structure translation would be possible. But the fact is that a language is a complex set of skewed relationships between meaning (semantics) and form (lexicon and grammar). Each language has its own distinctive forms for representing the meaning. Therefore, in translation the same meaning may have to be expressed in another language by a very different form.

To translate the form of one language literally according to the corresponding form in another language would often

change the meaning, or at least result in a form which is unnatural in the second language. Meaning must, therefore, have priority over form in translation. It is meaning which is to be carried over from the source language to the receptor language, not the linguistic forms. For example, to translate the English phrase he is cold hearted, i.e. his heart is cold (meaning "he is unfeeling, has no emotional sympathy") literally into Mambila (Nigeria) would be understood to mean he is peaceful, not quick-tempered and if translated literally into Cinyanja (Zambia), it would mean he is afraid (Barnwell 1980:12). In this case, it is not a secondary meaning but the figurative meaning which is causing the difference.

Unless the source language and the receptor language are closely related languages, from the same language family, it is not likely that there will be much correspondence of form between the source text and the translation. The nature of language is that each language uses different forms and these forms have secondary and figurative meanings which add further complications! The "word-for-word" translation which follows closely the form of the source language is called a literal translation. A literal translation is useful if one is studying the structure of the source text as in an interlinear translation, but a literal translation does not communicate the meaning of the source text. It is generally no more than a string of words intended to help someone read a text in its original language. It is unnatural and hard to understand, and may even be quite meaningless, or give a wrong meaning in the receptor language. It can hardly be called a translation. The goal of a translator should be to produce a receptor language text (a translation) which is

idiomatic; that is, one which has the same meaning as the source language but is expressed in the natural form of the receptor language. The meaning, not the form, is retained.

Conclusion

Translation is basically a process of conveying meaning or meaning of a given-linguistic discourse of a language into other language, more than just transferring words or grammatical structure of the SL. The meaning of a word or set of words can be well understood because of its role in the whole linguistic expression in where they occur. For this reason, the meaning of a word is not only determined by the referred object or idea, but it is also governed by the use of the words or phrases in a certain way, context, and effects.

When we try to find the equivalence, we are faced with text as unit of meaning, even in the form of sets of words or sentences. It is important to note that language is used as a communication means, so in translating a text we should remember the principle of "A text is a whole entity, to be translated as a whole".

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Advantages of Using IPADs in Classroom Instructions in Secondary Education

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Abstract

In this study, the impacts of using **IPads** in secondary education high schools, the eleventh graders, the ways of stimulating and then increasing the efficiency of teaching and learning activities by using this technological equipment are investigated. IPads offer relatively high-quality sound, interactive visual performances, and rather rich and colorful alternative instruction means for students.

They can interact using a digital pen or their fingers! Whether the use of IPads helps young learners in secondary education understand the concepts and terms, master the lessons and topics also develop the required and desired skills as an essential material in secondary education are tried to be revealed. Conducting all disciplines by using IPads is considered to be highly effective not only in stimulating the classroom instructions at secondary schools by developing the required and skills in an entertaining manner but also in grasping the content knowledge of upcoming school subjects and in preparing for higher education psychologically. An analysis of practical implementations at secondary education, the use of IPads is explained and mentioned to be reliable for teaching preliminary content of any subject instruction by appropriate teaching methods and techniques. The IPads are proved to be convenient teaching material through the experiments conducted. Respondents were secondary education lysieum students with various acquisition skills (such as audio-visual or kinesthetic) at the range of ages of 15-17 eleventh graders as mentioned above. The exam results have been analyzed and compared, their participations and behaviors have been observed for two years, respondent teachers and parents and parents have been given questionnaires to find out and determine the role, importance, place, and effectiveness of using IPads in secondary education. The collected data has been analyzed. The results mentioned and conclusion show that the school subjects could be taught efficiently by using IPads at secondary school classes, regardless of children's native languages.

Keywords: iPads, secondary education, concepts and content of secondary school subjects, interactive activities





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Out of equilibrium: Diversification and experience in response to crisis

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Abstract

On the occasion of the Covid19 pandemic the question arises why some firms are better able to respond to crisis than others. The buzzword here is “resilience”. An approach that is probably the basis of most studies today and has the advantage of being easy to measure is that of Pimm (1984) who defines resilience in terms of the resistance of a system as well as by the time it takes for a variable to reach equilibrium after a disturbance (Voss et al., 2016). The idea of not putting all your eggs in one basket is supported in many studies on resilience where it is postulated that more complex systems were expected to be more stable than simple ones (Pimm, 1984). Applying Pimm’s approach to companies and its product offerings, this research explores how a high variety along the product and (or) geographical dimension as well as experience in handling crisis can help withstand current crises. Using case studies, four companies

are selected based on their longevity and their carefully thought-through diversification strategy. A conceptual model is developed for better visualization of these companies whose initial equilibrium state is disturbed by an external shock caused by the Covid19 pandemic and which return to initial equilibrium through resilience. This study finds that the four companies under investigation can overcome the threats to their existence through diversification.

Keywords: economic slowdown, business rebalancing, product assortment



1. Introduction

Companies around the world had and will always have to experience crisis that narrow their scope of action and often enough lead to problems of survival and real economic hardship. At the time of writing this article, the Covid-19 pandemic has brought companies to their knees.

Understanding crisis as a challenge and also as an opportunity can produce some unexpected and outstanding results. In the words of Yu (1998) “Bad companies are destroyed by crisis. Good companies survive them. Great companies are improved by them”. In real life there is no business opportunity without risk. Therefore, risk generates business opportunities and goes so far as to imply that proactively viewing risk as an opportunity driver is a key component of strategic planning in the 21st century (Thornton, 2016). This understanding is the starting point for the idea of creating a conceptual equilibrium model with the Garp3 software, that offers the possibility of mapping domain-specific knowledge in the form of conceptual models. A balance has to be found between business risks and business opportunities. The conceptual model shows that a serious crisis (e.g. the Covid-19 pandemic) is able to destroy the system in balance, i.e the company that found the right balance between risks and opportunities. Like after a fire that destroys the forest ecosystem, which regains functionality through biodiversity, ways and means must also be found in the organizational context to make the system functional again. Resilience (i.e the resistance of a system to regain equilibrium after a disturbance (Pimm, 1984)), is achieved through biodiversity in a forest ecosystem. How is resilience achieved in a business

context? As the literature research shows, diversification is a strategy to achieve resilience, i.e., to find a functioning equilibrium again after a crisis. Diversification is possible on different dimensions, e.g., entering new product markets (product diversification), entering new geographic markets (International diversification).

A distinction can also be made between related diversification (the new activity has to do with the firm's core business) and unrelated diversification (the new field of activities is not linked with the existing business activities). Studies show that diversification makes a way out of the crisis possible. Previous studies refer to previous crises such as the “dot-com” crash from the years 2000–2001. This research tries to find an answer to the current covid-19 crisis and tries to answer the question whether diversification can also be helpful in successfully overcoming the covid-19 pandemic. In short, this paper aims to carefully examine four well-known companies investigate whether the crisis indicates the positive effect of diversification. By attempting to draw a comprehensive picture of the companies investigated through case studies, further issues have arisen that have to be clarified, e.g., whether there is a causal relationship between age and resilience. Another aim is to use a conceptual model and the associated visualization to give both business risk and business opportunity the attention required to help strengthen the awareness for business leaders and their businesses that this way of thinking is needed to survive crisis.

2. Literature

Earlier studies show that diversification can be seen as the key to resilience and an effective response to economic downturns. There are many studies providing empirical support that diversified companies survive crisis better than non-diversified companies.

Aivazian et al (2019) explore the question of how a firm's product diversification strategy may weaken the seriousness of economic disruptions by analyzing the "dot-com" crash from the years 2000–2001. The results imply that capital investment in both diversified and focused non-IT companies declined sharply after the crash. But the decrease in capital investments in non-diversified companies was disproportionate compared to diversified companies. This could be because conglomerates have better access to internal financial resources than focused companies. Diversification also reduces the general volatility of cash flow and reduces the risk of default. Another point is that it is sometimes easier to forecast the cash flows of a diversified company (Aivazian et al., 2019).

The study of Mangani et al. (2017) report a similar trend. They examined the empirical relationship between specialization, diversification, and entrepreneurial survival in a recession in the digital publishing industry. The authors explored Italian digital editors between 1995 and 2014 and conclude that those digital publishing companies that were also engaged in paper publishing or in other mass media businesses have a higher survival rate in the market. This shows the value of diversification and the opportunities contained therein for overcoming a crisis.

The nature of diversification matters. This is shown by Kuppuswamy and Villalonga (2016) who analyze the effects of the financial crisis of 2007-2009 on the value of diversification. The authors conclude that diversification strategy gave companies financing and investment advantages during the crisis and therefore the value of diversifying companies increased during the crisis. The authors found that pure conglomerates (i.e., unrelated diversifiers) offer higher co-insurance than related diversifiers. This can be explained by the fact that the correlation between the segment cash flows should increase with the degree of kinship between them.

Shen et al. (2018) found evidence that nature of a firm's diversification strategy, i.e., related versus unrelated, influences a firm's reaction to crisis. Analyzing data on nearly 4.000 private Chinese companies it was found that diversified companies outperformed focused companies during the 2008 global financial crisis and more diversified firms performed better than less diversified firms.

Diversifiers therefore outperformed non-diversifiers in the 2008 crisis.

Kiss et al. (2018) also interrogated the effect of the technological proximity of products in companies' portfolio has in a crisis. An economic crisis, which goes hand in hand with decreasing demand, may cause a dynamic in company diversification in that companies either restrict or diversify their product portfolio. The results of the study show that the more an additional product is linked to the core product, the less a company reduces its volume during the economic downturn.

The core premise of the studies mentioned is that diversification makes a difference, especially in a crisis. Diversified companies are better off in a crisis (i.e., an economic recession) compared to focused firms. In addition to that, it makes a difference if a company pursues a related or unrelated diversification strategy. The main arguments used to justify the superiority of more diversified firms on the product dimension seem to be also true for the international dimension, that is entering new geographic markets. Sabatino (2016) demonstrate that international diversification might also be an effective response to economic downturns. The most resilient enterprises are those that slowly and carefully expand to markets outside their home countries. The focus will therefore remain on the original market and will lose nothing in attractiveness. Investments are being made in geographical areas which are coherent and may be strategically important for the company. Companies that can make decisions quickly have a high resilience rate. This is because especially in times of crisis fast actions are needed (Sabatino, 2016).

The concept of resilience now plays an essential role in that resilience is needed to overcome crises and diversification is an important tool for quickly returning to a state of equilibrium. Based on the definition of Pimm (1984), who defines resilience by the resistance of a system as well as by the time it takes for a variable to reach equilibrium after a disturbance, organizational resilience is understood quite similarly in this research.

The obvious approach would be that resilience, especially in connection with old age, could be of great importance, that could be based on experience and learning. Therefore, the

firm's age is important in terms of resilience. An investigation of firms in the semiconductor industry show that firms learn three times more from their own experience as from experience at another company (Irwin et al., 1994).

Numerous studies have been carried out to investigate the relationship between firm's age and performance. The phenomenon of failure of young firms is discussed under the heading "liability of newness" (Stinchcombe, 1965) and explains the more frequent failure of young companies compared to older companies by the fact that new organizations must cope with new tasks and new roles and this need to learn is associated with costs. In addition, young companies lack stable relationships with stakeholders. The hypothesis on the "liability of adolescence" (Bruderl and Schussler, 1990) assumes that the highest risk of failure should not be seen at the beginning of the organizational life cycle because the initial stock of resources ensures the survival during this period.

According to a study conducted in 2015 with 1,000 Alberta businesses, it is equally likely that young as well as old firms are diversified. The results showed no statistically significant effect of firm age on diversification. Firms over the age of 20 are likely to be diversified in just two ways. Companies in the "age group" "6 to 10 years" are very likely to be diversified in all 5 ways studied, that is by customer, product or service, sector, location of markets, and location of operations. Companies aged "5 years or less" showed a mixed picture. Among them are companies that are fully diversified and some that are completely undiversified (BDC, 2015). The same findings are also provided by the study of Coad et al (2013), that focuses on

German machine tool manufacturers between 1953 and 2002 and concludes that mature companies have lower diversification rates than younger ones. It is also shown that diversification rates even become negative for mature companies. Negative diversification means leaving certain product lines. (Coad et al., 2013).

3. Research Methodology

The research objective of this study is to analyze the existing literature on diversification. The study also seeks to examine four companies in order to identify the effectiveness of diversification when it comes to an economic downturn and therefore firm crisis and to derive a conceptual equilibrium model.

This chapter concentrates on giving an overview of the methodology used to analyze the stated problem. The rationale for the chosen methods will also be evaluated in this chapter.

A. Design

The chosen methodology consists of a questionnaire containing eleven different questions, 10 of it being likert-scale questions and one is an open question. Extensive internet research forms the basis for case studies. Since the assumption that diversification is a useful strategy in times of crisis is also confirmed when evaluating the questionnaires, an attempt is made to create a conceptual model using the Garp3 workbench. The models of cause-and-effect relationships implemented in Garp3 (Bredeweg et al., 2009) attempt to make the complexity of a corporate crisis manageable. The adequate formalization of the

domain-specific knowledge not only creates transparency, understanding and traceability for decision-makers in the corporate environment, but also for researchers in the field of complexity and crisis management.

B. Sample

The companies were found through a google search for headlines that came up by entering the terms diversification, company, and covid-19. Newspaper and internet articles found showed that diversification is an important way for these companies to overcome the crisis.

As table 1 shows, family-owned businesses have a long company history. The number of different business line is limited. As literature results would suggest, older firms may be not as broadly diversified as younger companies. The companies under investigation have between two and four different business lines. All four companies pursue related diversification, and the high product variety is considered to positively correlated with performance. As the previous literature research showed, the study at hand also shows that diversification is helpful in an economic crisis such as the covid-19 pandemic. For the future, all of the companies examined can imagine continuing a related diversification strategy. All the four companies are not yet so sure about whether and to what extent an unrelated diversification could make sense in future.

Table 1. Results of four case studies

	Vandemoortele	Falke	Dr. Oetker (not the Dr. Oetker Group)	Sick
Type of business	Family business	Family business	Family business	Family business
Founding year	1946	1895	1891	1946
Number of business lines	2 (one in bakery products and the other in margarines, culinary oils and fats)	3 (hosiery, women's & men's legwear, underwear)	4 (ambient foods, frozen food, chilled products, Dr. Oetker Professional)	2 (sensors and sensor solutions for industrial applications)
Type of diversification strategy	Related diversification	Related diversification	Related diversification	Related diversification
The high product variety (product diversification) is considered to correlate with performance	Yes	Yes	Yes	Yes
The company is performing well during the corona crisis, at least to a certain extent	Yes	Yes	Yes	Yes
Unrelated diversification is conceivable in future	Conceivable	Not conceivable	Not conceivable	Slightly conceivable
Related diversification is conceivable in future	Planned	Planned	Yes	Related product diversification is planned in future

C. Procedure

Literature research as well as the four case studies show the importance of diversification for managing a serious crisis.

On the basis of this knowledge a conceptual equilibrium model is created.

Since the results of the questionnaires provide a similar picture with the results of the literature research, an attempt is made to create a small conceptual resilience model.

Based on the definition of Pimm (1984), who defines resilience by the resistance of a system as well as by the time it takes for a variable to reach equilibrium after a disturbance, Pimm's understanding is applied to the business concept to develop a model of organizational resilience. Therefore, a conceptual equilibrium model is introduced at the beginning.

The basic assumption of the model is that a company operates well when it is able to balance risk and opportunity. Based on Pimm's (1984) definition of resilience, the organizational resilience is expressed by the way a company reaches equilibrium again after a disturbance.

The condition concerning the balance between risk and opportunity is fulfilled in the beginning.

The assumption is that "risk" follows the development of "drive". In the example, the stimulus arises from a worldwide pandemic and determines the level of perceived and measurable risk of the company. The model fragment "A trigger for risk" (see Fig. 1) consists of the entities "World Pandemic" and "Company Popeye GmbH", the two quantities "drive" and "risk" as well as the configuration "influences". "Drive" is characterized by the quantity space {zero, plus} and the quantity "risk" has the quantity space

{minus, zero, plus}. A positive direct influence (“I +”) describes the causality between “drive” and “risk”. “I +” causes the following development of the quantities: if the current value of “Drive” is positive, the “risk” increases; if “Drive” has the value 0, then “risk” remains unchanged. The expectation of the model fragment can now be summarized as follows: Since the model fragment is not linked to any condition, it is consistently visible to the Garp3 engine in the simulation and can be used. The assumption is that “risk” follows the development of “drive”.

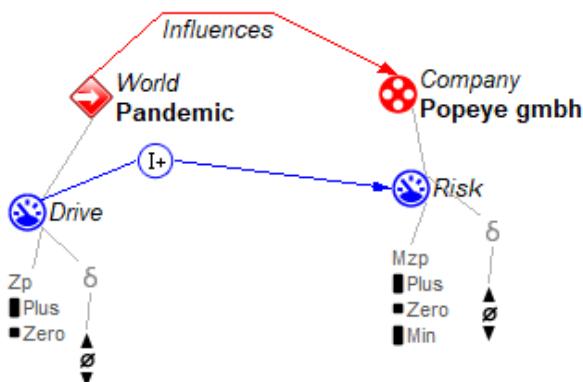


Figure1. A trigger for risk

In the model fragment “Rebalancing mechanism” (see Fig. 2) a mathematical calculation (minus) is used to determine the “diversification rate” from the difference between “risk” and “opportunity”. The causal relationship between the

quantities is described by a positive proportionality ("P +"), which leads from the quantity "risk" to the quantity "diversification rate". "P +" means that the "diversification rate" increases when "risk" increases, "diversification rate" decreases when "risk" decreases and "diversification rate" remains the same when "risk" remains the same. For the negative proportionality ("P -"), as it is used in the relationship between "opportunity" and "diversification rate", exactly the opposite applies. A positive proportionality ("P +") is used to describe the causal relationship between the "diversification rate" and "product diversification". The causality between "product diversification" and "opportunity" is described by a direct influence ("I +"). The expectation is that "product diversification" increases when "risk" is bigger than "opportunity". "Product diversification" will increase until a balance (the quantities are qualitatively equal) between "risk" and "opportunity" is reached.

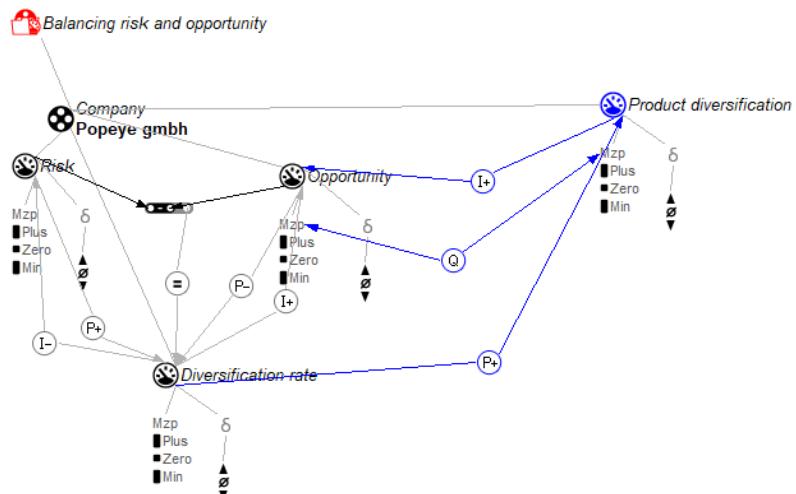


Figure 2. Rebalancing mechanism

D. Analysis

The purpose of this section is to analyze the simulation results. In the course of analyzing the simulation results, new perspectives can be created for decision-makers. The simulation provides a state graph with 20 states as a result (see Fig. 3), state 16 is the final state. The shortest path $\{1 \rightarrow 10 \rightarrow 11 \rightarrow 13 \rightarrow 16\}$ should be analyzed in more detail.

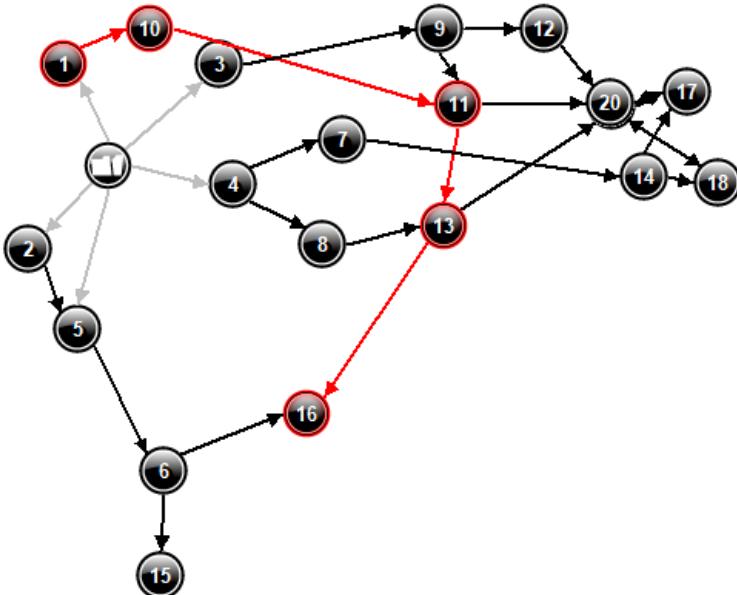


Figure 3. State graph

To get information about the development of the individual quantities, the value history from Fig. 4 is used.

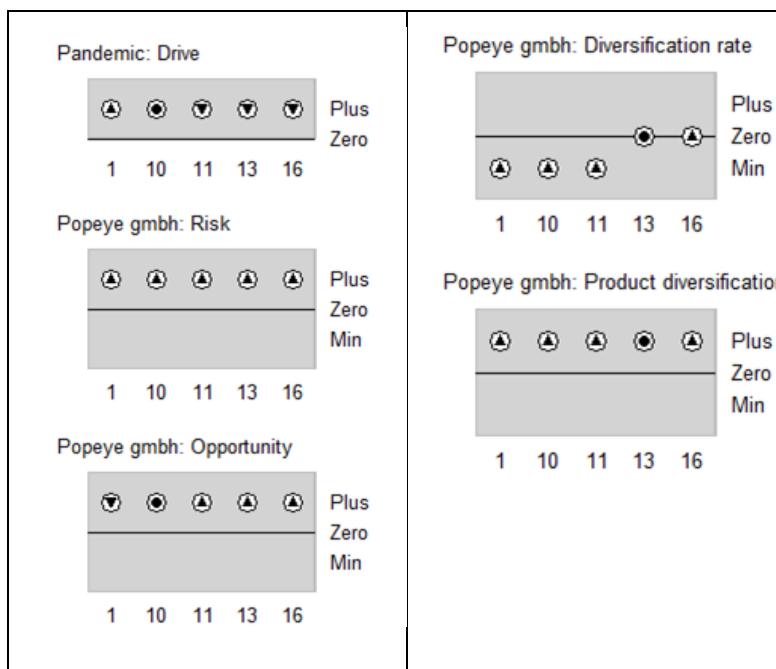


Figure 4. Value history

“Drive” rises in state 1 and shows a downward trend in states 11, 13 and 16. The qualitative value of “Risk” increases in all states. The quantity “opportunity” shows an

increasing trend from state 11 on. Fig.4. shows that the quantity “product diversification” increases in the states 1, 10, 11 and 16 and stabilizes in state 13.

It is also advisable to take a look at the equation history (Fig.5). As the equation history shows, the system reaches a balance in states 13 and 16.

Risk (Popeye gmbh) ? Opportunity (Popeye gmbh)
< < < = =
1 10 11 13 16

Figure 5. Equation history

4. Discussion and Conclusion

Diversification is seen as a survival strategy in times of crisis. This is shown by studies that examined the impact of diversification on past crises as well as the present study of four companies in the covid-19 pandemic. The way companies deal with crises could be decisive in how they cope with them. In order to master a corporate crisis, it is important to know the causal relationships that characterize a company during the crisis. The model developed here understands a functioning company in such a way that there is a balance between risks and opportunities. One thinks about a helpful way to restore the initial balance. In this example, diversification creates the possibility of rebalancing. Even the formalization of domain knowledge

turns out to be a great enrichment here, as it forces one to think about cause-effect relationships and to get emotional distance to the topic and to work based on facts. The knowledge gained here of diversification as a growth and survival strategy is an important first step for further research. Without claiming to be exhaustive, it was very important to present a conceptual model and to present a new way of thinking and capturing domain knowledge about crises and to discuss the first simulation results. By reflecting on causal relationships and visualizing reflections and knowledge and making them visible to the reader, one can achieve significant progress. Important things that can have an influence suddenly appear in a different light and may in future be included in a different way than before.

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E-Publishing Opportunities and Effects of Covid 19 in the Publishing Markets

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Abstract

None of us anticipated or expected 2020 to deliver a global pandemic, in addition to a myriad of other unexpected events.

As we head into the first few months of 2021, we are taking the opportunity to look back at 2020 so far to see what impact the pandemic has had on the ebook market. 2020 has been a good year for the ebook market. We were curious to see if there was any impact on the demand curve in 2020. We took a deep-dive into the number of copies sold at different price points

My presentation is based on reader engagement and purchase data from several global markets.

Keywords: E-Publishing, e-book, markets, Covid-19, pandemic, reader, author, ebook publishers.





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The effects of Covid pandemics in the football industry

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Abstract

At the end of 2019 and the beginning of 2020, the pandemics news from the Wuhan region of China was spreading all over the news period. as the pandemic started spreading beyond the limits of China it was inescapable that this was coming towards Europe as well. Having an advantage of borderless movement within the continent, people regularly travel from one place to another. However, this disadvantage quickly became a big obstacle, since the pandemic has entered these countries, and spread very quickly all over the region. One after another country's started introducing restrictions on the free movement of the people. At first, it was seen as a 1 or 2 weeks short break. it

didn't take long to understand that, it was going to be impossible to do any kind of sport, let alone any kind of group activities. It was a paralyzing effect on the sports industry, especially on group Sports football volleyball basketball or any other sport kind that more than 2 people who are required to play that game.

This paper aims to demonstrate the effect of pandemics in the amateur and professional football industry. Series of articles have been read, interviews have been studied and a survey among amateur football players has been conducted. We will analyze not only the financial, but also psychological effects of this pandemic period on players, coaches, club employees, and also certainly fans of football.

As a conclusion, we will show the positive and the negative attributes of the pandemics, and identify key takeaways from this difficult period of humankind.

Keywords: Pandemic, effects of Covid, Covid 19, football industry, football





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Cost Benefit Analysis of Agriculture Insurance – Demand Side Vision

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Abstract

Agriculture development is an index of country's progress because the development of all other sectors depends upon the development of agriculture sector. But, the development of agriculture is affected by natural disasters. Hence, agriculture insurance is a protective mechanism for farmers against the perils present in agriculture. The farmers have to bear the cost of agriculture insurance to attain its benefits. This phenomenon, induce the researchers to stumble upon the solution for the following queries:

What cost to be borne by the farmers to obtain agriculture insurance?

What benefits to be attained by the farmers via agriculture insurance?

The primary data collected from 600 farmers availing agriculture insurance within Tirunelveli District in the Indian State of Tamil Nadu to make an in-depth study to address the above issues. The respondents were selected by adopting stratified random sampling technique. The collected data were analyzed by applying Percentage Analysis and Sign test. The study revealed that green insurance is a beneficial plan to the farmers to face the negative income shock at reasonable premium. The majority of the respondents felt that agriculture insurance has covered 0-50% risk. Sign Test proved that there is a significant difference in the attitude of farmers towards the cost and benefits of agriculture insurance. Technological adoption in the estimation of loss of crop yield, prompt settlement of claims and additional perils at additional premium are suggested mission to enhance the vision of the farmers on cost and benefits of agriculture insurance. Besides, it helps the farmers to lead a peaceful life and induce them to contribute more towards sustainable agriculture development of the country.

Keywords: Cost Benefit Analysis, Farmers, Agriculture Insurance

